



Master Trainer Guide for

In-service II Training Package

for

Accelerated Learning Teachers

and

Nonformal Education Facilitators

August 2010

***Core Education Skills
for Liberian Youth Project***

IN SERVICE TRAINING II

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INSERVICE TRAINING II

I. WHEN? August 16-25

II. WHERE:

Training Venue in Bong, Lofa, Montserrado, Nimba, Maryland and Grand Gedeh

III. WHAT TYPE? Training Modality

IV. BACKGROUND

Over the last year, the Ministry of Education has engaged the support of the Core Education Skills for Liberian Youth program to help develop a nonformal education policy as well as a nonformal education curriculum. This curriculum is to be field tested in six counties in September. The rationale for the training is that teachers and principals need in depth training in order to prepare them with the appropriate background knowledge needed in the core content areas as well as in how to deliver core content in nonformal education and accelerated learning. Teachers and principals also need guidance in how to implement accelerated learning and nonformal education over the next academic year.

V. WHAT FOR? GOAL AND OBJECTIVES

The In-service training seeks to equip the following types of teachers with the following skills:

- **Nonformal Education Facilitators- Literacy and Numeracy**
 - To prepare teachers for implementation of nonformal education activities
 - To equip teachers with the skills to strengthen teaching of the literacy section of the nonformal education content
 - To equip teachers with the skills to strengthen teaching of the numeracy section of the nonformal education content
- **Nonformal Education Facilitators – Life Skills and Work Readiness**
 - To prepare teachers for implementation of nonformal education activities
 - To equip teachers with the skills to strengthen teaching of the work readiness section of the nonformal education content
 - To equip teachers with the skills to strengthen teaching of the life skills section of the nonformal education content
- **ALP Teacher- Language and Life Skills**
 - To prepare teachers for implementation of accelerated learning and nonformal education activities
 - To equip teachers with the skills to strengthen reading teaching in ALP
 - To equip teachers with the skills to strengthen teaching of theLife skills section of the nonformal education content
- **ALP Teacher- Math and Work Readiness**

- To prepare teachers for implementation of accelerated learning and nonformal education activities
- To equip teachers with the skills to strengthen math teaching in ALP
- To equip teachers with the skills to strengthen teaching of the work readiness section of the nonformal education content
- **Principals (including NFE and ALP Principals)**
 - To enable principals to thoroughly understand the content being presented to ALP and NFE teachers
 - To equip principals with the skills to support good teaching or to intervene when teaching is not adequate
 - To enable principals to administer accelerated learning and nonformal education activities

VI. WHO COMES? PARTICIPANTS

TOTAL

798 ALP Teachers

(Level 3 teachers-2 from each of the 266 MOE CESLY sites)

(Principals- 1 from each of the 266 MOE CESLY sites)

270 Teachers for new NFE Holistic Classes.

100 additional potential teachers as back up in the event of transfer or discontinuance of teachers

IN EACH COUNTY

- Nonformal Education Facilitators-Literacy and Numeracy (15)
- Nonformal Education Facilitators-Work and Life (15)
- ALP Teacher-Language and Life Skills (as per each county)
- ALP Teacher-Math and Work (as per each county)
- Principals-Nonformal Education (15)
- Principals-Accelerated Learning (as per each county)
- Buffer Teacher Trainees in event of teacher discontinuance (16)

Teachers will be divided into 5 sections within each county level training venue

- **SECTION A** -Nonformal Education Facilitators- Literacy and Numeracy
- **SECTION B**- Nonformal Education Facilitators – Work and Life
- **SECTION C**-ALP Teacher- Language and Life Skills
- **SECTION D**- ALP Teacher- Math and Work

Principals
Group 4 Principals

In order for principals to obtain an overall understanding of each area of the curriculum, during content days (Days 2-7), these principals attend one day each area of content training in each of the 6 core content areas to be covered.

VII. WHO FACILITATES?

Master Trainer 1- Trainer of NFE Literacy and Numeracy Facilitators
Master Trainer 2- Trainer of NFE Literacy and Numeracy Facilitators
Master Trainer 3- Trainers of NFE Life and Work Facilitators
Master Trainer 4- Trainers of NFE Life and Work Facilitators
Master Trainer 5- Trainers of ALP Language and Life Skills Teachers
Master Trainer 6- Trainers of ALP Language and Life Skills Teachers
Master Trainer 7- Trainers of ALP Math and Work Teachers
Master Trainer 8- Trainers of ALP Math and Work Teachers
Master Trainer 9- Trainers of Principals (ALP) (Training Officer)
Master Trainer 10- Trainers of Principals (NFE) (NFE Facilitator)
Master Trainer 11- EGRA skilled trainers for Language and Literacy
Master Trainer 12- Learning Resource Center Team Leader

Support

CEO
DEOs

VIII. WHY IS IT NEEDED? RATIONALE

Teachers need in depth training in order to prepare them with the appropriate background knowledge needed in the core content areas as well as in how to deliver core content.

IX. WHAT'S THE RESULT? OUTCOME

Teachers empowered to effectively deliver instruction in the core content areas utilizing the approaches and skills called out through the CESLY program.

X. RESOURCES NEEDED AT THE TRAINING

NFE Curriculum (each content area) for each participant (for all)
RTI Egra Manual (for reading section)
Stories from EGRA (for reading and literacy section)

NFE Curriculum Stories (for reading and literacy section)
Accelerated Learning Curricular Books (for reading and math sections)
Literacy Placement tool (for literacy section)
School level memorandum (for all teachers and facilitators)
Field Testing Agreement (for all teachers and facilitators)
Field Testing Tools (for all teachers and facilitators)

Teachers are capacitated to effectively teach core content areas in nonformal education and accelerated learning and bring about increase in student achievement scores.

XI. WHAT HAPPENED?

Evaluation or post-test will be conducted to see whether participants achieved training objectives .

XII. OVERALL SCHEDULE OF TRAINING FOR EACH TYPE OF TARGET GROUP

OVERVIEW OF ALL DAYS

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7	DAY 8	DAY 9
NFE Literacy and Numeracy Facilitators	ORIENTA TION TO NONFOR MAL EDUCATI ON	NUMERACY (MT 1 & 2)	NUMERACY (MT 1 & 2)	NUMERACY (MT 1 & 2)	LITERACY (MT 1 & 2)	LITERACY (MT 1 & 2)	LITERACY (MT 1 & 2)	ORIENTATION TO LIFE SKILLS (MT 3 & 4) ORIENTATION TO WORK READINESS (MT 3 & 4)	IMPLEMENTATION (MT 10)
NFE Life and Work Facilitators		LIFE SKILLS (MT 3 & 4)	LIFE SKILLS (MT 3 & 4)	LIFE SKILLS (MT 3 & 4)	WORK READINESS (MT 3 & 4)	WORK READINESS (MT 3 & 4)	WORK READINESS (MT 3 & 4)	ORIENTATION TO LITERACY (MT 1 & 2& 10) ORIENTATION TO NUMERACY (MT 1 & 2& 10)	
ALP Language and Life Skills Teachers		READING (MT 5 & 6)	READING (MT 5 & 6)	READING (MT 5 & 6)	LIFE SKILLS (MT 5 & 6)	LIFE SKILLS (MT 5 & 6)	LIFE SKILLS (MT 5 & 6)	ORIENTATION TO WORK READINESS (MT 7 & 8) ORIENTATION TO MATH (MT 7 & 8)	IMPLEMENTATION (MT 9)
ALP Math and Work Teachers		WORK READINESS (MT 7 & 8)	WORK READINESS (MT 7 & 8)	WORK READINESS (MT 7 & 8)	MATH (MT 7 & 8)	MATH (MT 7 & 8)	MATH (MT 7 & 8)	ORIENTATION TO READING (MT 5 & 6&11) ORIENTATION TO LIFE SKILLS (MT 5 & 6)	
Principals (NFE and ALP)		GRP 1- SECTION A GRP 2- SECTION B GRP 3- SECTION C GRP 4- SECTION D	GRP 1- SECTION B GRP 2- SECTION C GRP 3- SECTION D GRP 4- SECTION A	GRP 1- SECTION C GRP 2- SECTION A GRP 3- SECTION A GRP 4- SECTION C	GRP 1- SECTION A GRP 2- SECTION B GRP 3- SECTION C GRP 4- SECTION D	GRP 1- SECTION B GRP 2- SECTION A GRP 3- SECTION D GRP 4- SECTION A	GRP 1- SECTION D GRP 2- SECTION D GRP 3- SECTION A GRP 4- SECTION C	TEACHER SUPPORT AND SUPERVISION (MT 9 & 10)	ALP PRINCIPALS WITH MT 9 NFE PRINCIPALS WITH MT 10

XIII. SCHEDULES OF TRAINING PER DAY

DAY 1

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE SKILLS & WORK		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		SECTION E – PRINCIPALS (NFE AND ALP)
7:00	REGISTRATION AND BREAKFAST	7:00	REGISTRATION AND BREAKFAST	7:00	REGISTRATION AND BREAKFAST	7:00	REGISTRATION AND BREAKFAST	7:00	REGISTRATION AND BREAKFAST
8:30	OPENING- ORIENTATION TO NONFORMAL EDUCATION (MT 9, 10, 12)								
10:00	DISTINGUISHING ACCELERATED LEARNING AND NONFORMAL EDUCATION (MT 9, 10, 12)								
10:30	USE OF THE CURRICULUM AND ITS ELEMENTS (MT 9, 10, 12)								
11:30	ROLE OF FACILITATOR VS. TEACHER (MT 9, 10, 12)								
12:30	<i>LUNCH</i>								
1:30	FISHBOWL DEMONSTRATION OF FACILITATION (MT 9, 10, 12)								
2:15	LESSON PLANNING FOR ALP AND NFE (MT 9, 10, 12)								
3:15	SERVICE LEARNING (MT 9, 10, 12)								
4:15	BREAK INTO: LITERACY/NUMERACY INTRODUCTION TO THE CONTENT AREA LISTENING: MONOLOGUE VS. DIALOGUE (MT 1 & 2)		BREAKING INTO LIFE AND WORK INTRODUCTION TO THE CONTENT AREA LISTENING: MONOLOGUE VS. DIALOGUE (MT 3 & 4)		BREAKING INTO LANGUAGE & LIFE INTRODUCTION TO THE CONTENT AREA LISTENING: MONOLOGUE VS. DIALOGUE (MT 5 & 6)		BREAKING INTO MATH & WORK INTRODUCTION TO THE CONTENT AREA LISTENING: MONOLOGUE VS. DIALOGUE (MT 7 & 8)		BREAKING INTO PRINCIPALS INTRODUCTION TO THE CONTENT AREA ORIENTATION TO PRINCIPALS (MT 9, 10)
5:30	END OF SESSION		END OF SESSION		END OF SESSION		END OF SESSION		END OF SESSION
6:30	DINNER		DINNER		DINNER		DINNER		DINNER

DAY 2

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK	
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	
8:00	REVIEW OF THE NFE NUMERACY MANUAL (MT 1 & 2)	8:00	WHAT IS LIFE SKILLS? (MT 3 & 4)	8:00	THE CONCEPT OF READING (MT 5 & 6 & 11)	8:00	WHAT IS WORK READINESS? (MT 7 & 8)	
9:30	DISTINGUISHING NUMERACY & MATHEMATICS (MT 1 & 2)	9:00	WHY INTRODUCE LIFE SKILLS IN NON FORMAL EDUCATION? (MT 3 & 4)	9:15	USING THE EGRA PLUS TEACHER’S MANUAL IN ACCELERATED LEARNING CLASSROOM (MT 5 & 6 & 11)	9:00	WHY WORK READINESS? (MT 7 & 8)	
10:30	UNDERSTANDING THE ADULT LEARNER (MT 1 & 2)	9:45	OVERVIEW OF LIFE SKILLS MODULES (MT 3 & 4)	11:45	MICRO-TEACHING: USING THE EGRA MANUAL (MT 5 & 6 & 11)	9:45	OVERVIEW OF WORK READINESS MODULES (MT 7 & 8)	
12:30	LUNCH	10:45	LIFE SKILLS KEY TERMS (MT 3 & 4)	12:30	LUNCH	10:45	WORK READINESS KEY TERMS (MT 7 & 8)	
1:30	FACILITATION BASICS	11:45	UNDERSTANDING THE LIFE SKILLS CONTENT (MT 3 & 4)	1:30	MICRO-TEACHING: USING THE EGRA MANUAL (MT 5 & 6 & 11)	11:45	UNDERSTANDING THE CONTENT (MT 7 & 8)	
2:30	INSTRUCTIONAL METHODS TO BE USED WHEN FACILITATING	12:30	LUNCH	3:15	USING THE EVIDENCE- BASED APPROACH TO READING IN ACCELERATED LEARNING CLASSES (MT 5 & 6 & 11)	12:30	LUNCH	
4:00	APPLYING FACILITATION METHODS TO NUMERACY	1:30	UNDERSTANDING THE LIFE SKILLS CONTENT (MT 3 & 4)	4:45	PREPARING TEACHING AND LEARNING MATERIALS USING EVIDENCE BASED APPROACH TO READING (MT 5 & 6 & 11)	1:30	UNDERSTANDING THE CONTENT (MT 7 & 8)	
5:30	END OF SESSION	3:00	APPLYING			3:00	LESSON PLANNING FOR	

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			INSTRUCTIONAL METHODS TO LIFE SKILLS CONTENT (MT 3 & 4)				WORK READINESS (MT 7 & 8)	
6:30	DINNER	4:30	APPLYING FACILITATION SKILLS TO LIFE SKILLS CONTENT (MT 3 & 4)					
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	
6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER	

DAY 3

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		
8:00	NUMERACY CONTENT REVIEW (MT 1 & 2)	8:00	MODULE A: UNDERSTANDING MYSELF (MT 3 & 4)	8:00	LESSON PLANNING (MT 5 & 6 & 11)	8:00	MICRO TEACHING: WORK READINESS – PERSONAL LEADERSHIP (MT 7 & 8)		
10:00	CONSTRUCTION OF INSTRUCTIONAL TEACHING AIDS (MT 1 & 2)	9:00	LESSON PLANNING: UNDERSTANDING MYSELF (MT 3 & 4)	8:45	MICRO TEACHING: USING SONIE’S STORY (MT 5 & 6 & 11)	10:00	UNDERSTANDING PROCESS/METHOD (MT 7 & 8)		
11:30	PREPARING FOR NUMERACY LESSON PLANNING (MT 1 & 2)	9:30	MICRO-TEACHING: UNDERSTANDING MYSELF	11:15	READING COMPREHENSION (MT 5 & 6 & 11)	11:00	MICRO TEACHING: WORK READINESS – CAREER PLANNING (MT 7 & 8)		
12:30	LUNCH	11:30	MODULE B: HEALTH AND HYGIENE (MT 3 & 4)	12:00	READING COMPREHENSION: CONTEXT CLUES (MT 5 & 6 & 11)				
1:30	NUMERACY LESSON PLANNING (MT 1 & 2)	12:30	LUNCH	12:30	LUNCH	12:30	LUNCH		
3:30	NUMERACY MICRO TEACHING (MT 1 & 2)	1:30	SEXUAL AND REPRODUCTIVE HEALTH (MT 3 & 4)	1:30	READING COMPREHENSION: CAUSE AND EFFECT (MT 5 & 6 & 11)	1:30	PRACTICING FACILITATION METHODS USING WORK READINESS CURRICULUM		

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3:00	EVALUATION (MT 1 & 2)	2:30	DEMONSTRATION LESSON: TEENAGE PREGNANCY (MT 3 & 4)	2:00	READING COMPREHENSION: FACT AND OPINION (MT 5 & 6 & 11)	3:30	MICRO TEACHING: FORMAL VS. SELF EMPLOYMENT (MT 7 & 8)		
		3:30	DEMONSTRATION LESSON: SEXUALLY TRANSMITTED DISEASES (MT 3 & 4)	2:30	READING COMPREHENSION: SEQUENCING				
		4:30	DEMONSTRATION LESSON: HIV/AIDS (MT 3 & 4)	3:00	READING COMPREHENSION: SUMMARIZING				
				3:30	READING COMPREHENSION: INFERENCE				
				4:00	READING COMPREHENSION: WORDS WITH MULTIPLE MEANINGS				
				4:30	LESSON PLANNING: READING COMPREHENSION				
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION		
6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER		

DAY 4

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		
8:00	MICRO TEACHING: NUMERACY MODULE A (MT 1 & 2)	8:00	MODULE C: COMMUNICATION (MT 3 & 4)	8:00	MICRO TEACHING: USING READING COMPREHENSION TECHNIQUES (MT 5 & 6& 11)	8:00	MICRO TEACHING: ENTREPRENEURSHIP (MT 7 & 8)		
10:00	MICRO TEACHING: NUMERACY MODULE A (MT 1 & 2)	9:00	LESSON PLANNING: COMMUNICATIONS MT 3 & 4)	10:30	REVIEW OF THE ALP MANUAL (MT 5 & 6& 11)	10:00	MICRO TEACHING: WORK ATTITUDES AND CONDUCT (MT 7 & 8)		
12:30	LUNCH	9:30	MICRO-TEACHING: COMMUNICATIONS LUNCH	12:30	LUNCH	12:30	LUNCH		
1:30	MICRO TEACHING: NUMERACY MODULE B (MT 1 & 2)	11:30	MODULE D: PEACE AND CIVIC EDUCATION	1:30	MICRO TEACHING: APPLYING TECHNIQUES TO ACCELERATED LEARNING	1:30	SERVICE LEARNING (MT 7 & 8)		
3:30	LEARNER ASSESSMENT (MT 1 & 2)	12:30	LUNCH	4:00	CONSTRUCTING INSTRUCTIONAL AIDS (MT 5 & 6& 11)	2:30	MICRO TEACHING EVALUATION (MT 7 & 8)		
3:00	EVALUATION (MT 1 & 2)	1:30	LESSON PLANNING: PEACE AND CIVIC EDUCATION	5:15	EVALUATION				

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		2:00	MICRO-TEACHING: PEACE AND CIVIC EDUCATION						
		4:00	SERVICE LEARNING						
5:30	END OF SESSION	5:00	EVALUATION	5:30	END OF SESSION	5:30	END OF SESSION		
6:30	DINNER	5:30	END OF SESSION	6:30	DINNER	6:30	DINNER		
		6:30	DINNER						

DAY 5

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		
8:00	A COMPREHENSIVE APPROACH TO READING INSTRUCTION (MT 1 & 2& 11)	8:00	WHAT IS WORK READINESS? (MT 3 & 4)	8:00	WHAT IS LIFE SKILLS? (MT 5 & 6)	8:00	REVIEW OF THE ACCELERATED LEARNING LEVEL III MATH MANUAL (MT 7 & 8)		
10:30	OVERVIEW OF THE LITERACY CURRICULUM (MT 1 & 2& 11)	9:00	WHY WORK READINESS? (MT 3 & 4)	9:00	WHY INTRODUCE LIFE SKILLS IN NON FORMAL EDUCATION? (MT 5 & 6)	9:30	OVERVIEW OF THE CESLY EGRA/EGMA BASELINE RESULTS (MT 7 & 8)		
11:30	OVERVIEW OF THE LITERACY CURRICULUM PART II	9:45	OVERVIEW OF WORK READINESS MODULES (MT 3 & 4)	9:45	OVERVIEW OF LIFE SKILLS MODULES (MT 5 & 6)	10:30	UNDERSTANDING YOUTH AND ADULT LEARNERS (MT 7 & 8)		
12:30	LUNCH	10:45	WORK READINESS KEY TERMS (MT 3 & 4)	10:45	LIFE SKILLS KEY TERMS (MT 5 & 6)	12:30	LUNCH		
1:30	READING FOR A PURPOSE	11:45	UNDERSTANDING THE CONTENT (MT 3 & 4)	11:45	UNDERSTANDING THE LIFE SKILLS CONTENT (MT 5 & 6)	1:30	FACILITATION BASICS (MT 7 & 8)		
2:30	FACILITATING	12:30	LUNCH	12:30	LUNCH	3:00	USING		

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	LITERACY (MT 1 & 2& 11)						FACILITATION TECHNIQUES IN AN ACCELERATED LEARNING CLASSROOM		
3:30	LISTENING IN THE LITERACY CLASS	1:30	UNDERSTANDING THE CONTENT (MT 3 & 4)	1:30	UNDERSTANDING THE LIFE SKILLS CONTENT (MT 5 & 6)	4:30	INSTRUCTIONAL MATERIAL CONSTRUCTION		
4:15	PHONEMIC AWARENESS	3:00	LESSON PLANNING FOR WORK READINESS (MT 3 & 4)	3:00	APPLYING INSTRUCTIONAL METHODS TO LIFE SKILLS CONTENT (MT 5 & 6)				
				4:30	APPLYING FACILITATION SKILLS TO LIFE SKILLS CONTENT (MT 5 & 6)				
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION		
6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER		

DAY 6

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		
8:00	DECODING (MT 1 & 2& 11)	8:00	MICRO TEACHING: WORK READINESS –PERSONAL LEADERSHIP (MT 3 & 4)	8:00	MODULE A: UNDERSTANDING MYSELF (MT 5 & 6)	8:00	MATH CONTENT REVIEW (MT 7 & 8)		
9:00	WRITING MT 1 & 2& 11)	10:00	UNDERSTANDING PROCESS/METHOD (MT 3 & 4)	9:00	LESSON PLANNING: UNDERSTANDING MYSELF (MT 5 & 6)	10:30	APPLYING NUMERACY CURRICULUM TECHNIQUES IN ALP MATH (MT 7 & 8 & 11)		
10:00	LITERACY LESSON PREPARATION (MT 1 & 2& 11)	11:00	MICRO TEACHING: WORK READINESS –CAREER PLANNING (MT 3 & 4)	9:30	MICRO-TEACHING: UNDERSTANDING MYSELF (MT 5 & 6)	12:30	LUNCH		
11:00	DEMONSTRATION OF A LITERACY LESSON (MT 1 & 2& 11)			11:30	MODULE B: HEALTH AND HYGIENE (MT 5 & 6)	1:30	LESSON PLANNING FROM THE ACCELERATED LEARNING MATH MANUAL (MT 7 & 8)		

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12:30	LUNCH	12:30	LUNCH	12:30	LUNCH		MATH (MT 7 & 8)		
1:30	PREPARATION FOR MICRO TEACHING (MT 1 & 2& 11)	1:30	PRACTICING FACILITATION METHODS USING WORK READINESS CURRICULUM (MT 3 & 4)	1:30	SEXUAL AND REPRODUCTIVE HEALTH (MT 5 & 6)	3:30	ALP MATH LEVEL III MICRO- TEACHING		
2:30	LITERACY MICRO TEACHING (MT 1 & 2& 11)	3:30	MICRO TEACHING: FORMAL VS. SELF EMPLOYMENT (MT 3 & 4)	2:30	LESSON PLANNING: HEALTH AND HYGIENE (MT 5 & 6)	6:30	DINNER		
4:30	CONSTRUCTING INSTRUCTIONAL AIDS (MT 1 & 2& 11)			3:00	MICRO-TEACHING: HEALTH AND HYGIENE (MT 5 & 6)				
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION		
6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER		

DAY 7

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		
8:00	ASSESSING LITERACY (MT 1 & 2& 11)	8:00	MICRO TEACHING: ENTREPRENEURSHIP (MT 3 & 4)	8:00	MODULE C: COMMUNICATION (MT 5 & 6)	8:00	MATH CONTENT REVIEW II (MT 7 & 8)		
8:45	MICRO TEACHING (MT 1 & 2& 11)	10:00	MICRO TEACHING: WORK ATTITUDES AND CONDUCT (MT 3 & 4)	9:00	LESSON PLANNING: COMMUNICATIONS (MT 5 & 6)	10:00	ALP MATH LEVEL III MICRO- TEACHING FOCUSING ON APPLIED METHODS (MT 7 & 8 & 11)		
12:30	LUNCH	12:30	LUNCH	9:30	MICRO-TEACHING: COMMUNICATIONS (MT 5 & 6)	12:30	LUNCH		
1:30	MICRO TEACHING (MT 1 & 2& 11)	1:30	SERVICE LEARNING (MT 3 & 4)	11:30	MODULE D: PEACE AND CIVIC EDUCATION (MT 5 & 6)	1:30	ALP MATH LEVEL III MICRO- TEACHING (MT 7 & 8)		
4:15	CONSTRUCTING INSTRUCTIONAL AIDS (MT 1 & 2& 11)	2:30	ADDITIONAL MICRO TEACHING EVALUATION (MT 3 & 4)	12:30	LUNCH	4:30	INSTRUCTIONAL MATERIAL CONSTRUCTION (MT 7 & 8)		
5:15	EVALUATION			1:30	LESSON PLANNING: PEACE AND CIVIC	5:15	EVALUATION		

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					EDUCATION (MT 5 & 6)				
				2:00	MICRO-TEACHING: PEACE AND CIVIC EDUCATION (MT 5 & 6)				
				4:00	SERVICE LEARNING (MT 5 & 6)				
				5:15	EVALUATION				
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION		
6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER		

DAY 8

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		SECTION E – PRINCIPALS (NFE AND ALP)
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		BREAKFAST
8:00	MINI-ORIENTATION TO LIFE SKILLS (MT 3 & 4) WHAT IS LIFE SKILLS?	8:00	MINI- ORIENTATION TO LITERACY (MT 1 & 2) WHAT IS LITERACY?	8:00	MINI- ORIENTATION TO WORK READINESS (MT 7 & 8) WHAT IS WORK READINESS?	8:00	MINI- ORIENTATION TO READING (MT 5 & 6) WHAT IS WORK READINESS?	8:00	SUPPORTING ENROLLMENT AND RETENTION AND REDUCING DROP-OUT (MT 9, 10)
8:30	OVERVIEW OF LIFE SKILLS MODULES (MT 3 & 4)	8:30	OVERVIEW OF LITERACY MODULES (MT 1 & 2)	8:30	OVERVIEW OF WORK READINESS MODULES (MT 7 & 8)	8:30	OVERVIEW OF READING CURRICULAR MATERIALS (MT 5 & 6)	9:00	MANAGEMENT OF INSTRUCTIONAL MATERIALS (MT 9, 10)
10:15	LESSON PLANNING FOR LIFE SKILLS (MT 3 & 4)	10:15	LESSON PLANNING FOR LITERACY (MT 1 & 2)	10:15	LESSON PLANNING FOR WORK READINESS	10:15	LESSON PLANNING FOR READING (MT 5 & 6)	10:00	ROLES AND RESPONSIBILITIES OF TEACHERS AND PRINCIPALS (MT 9, 10)
10:45	MICRO TEACHING: LIFE SKILLS (MT 3 & 4)	10:45	MICRO TEACHING: LITERACY (MT 1 & 2)	10:45	MICRO TEACHING: WORK READINESS (MT 7 & 8)	10:45	MICRO TEACHING: READING (MT 5 & 6)	11:30	PRINCIPAL SUPPORT TO TEACHERS(MT 9, 10)
12:30	LUNCH	12:30	LUNCH	12:30	LUNCH	12:30	LUNCH	12:30	LUNCH
1:30	MINI-ORIENTATION TO WORK READINESS	1:30	MINI- ORIENTATION TO	1:30	MINI- ORIENTATION TO	1:30	MINI- ORIENTATION TO	1:30	SUPERVISION SKILLS (MT 9, 10)

	(MT 3 & 4) WHAT IS WORK READINESS?		NUMERACY (MT 1 & 2) WHAT IS LITERACY?		MATH (MT 7 & 8) WHAT IS WORK READINESS?		LIFE SKILLS (MT 5 & 6) WHAT IS LIFE SKILLS?		
2:00	OVERVIEW OF WORK READINESS MODULES (MT 3 & 4)	2:00	OVERVIEW OF NUMERACY MODULES (MT 1 & 2)	2:00	OVERVIEW OF MATH CURRICULA (MT 7 & 8)	2:00	OVERVIEW OF LIFE SKILLS CURRICULA (MT 5 & 6)	2:30	MONITORING AND ASSESSING CHANGE IN TEACHERS’ INSTRUCTIONAL PRACTICE (MT 9, 10)
3:45	LESSON PLANNING FOR WORK READINESS (MT 3 & 4)	3:45	LESSON PLANNING FOR NUMERACY (MT 1 & 2)	3:45	LESSON PLANNING FOR MATH (MT 7 & 8)	3:45	LESSON PLANNING FOR LIFE SKILLS (MT 5 & 6)	4:00	SCHOOL LEVEL PLANS (MT 9, 10)
4:15	MICRO TEACHING: WORK READINESS (MT 3 & 4)	4:15	MICRO TEACHING: NUMERACY (MT 1 & 2)	4:15	MICRO TEACHING: MATH (MT 7 & 8)	4:15	MICRO TEACHING: LIFE SKILLS (MT 5 & 6)		
5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION	5:30	END OF SESSION
6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER	6:30	DINNER

DAY 9

	SECTION A NFE FACILITATORS- LITERACY AND NUMERACY		SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS		SECTION C- ALP TEACHER- LANGUAGE AND LIFE SKILLS		SECTION D- ALP TEACHER- MATH AND WORK		
7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST	7:00	BREAKFAST		
8:00	ATTENDANCE, PUNCTUALITY AND TEACHER TIME ON TASK (MT 10, MT 12)			ATTENDANCE, PUNCTUALITY AND TEACHER TIME ON TASK (MT 9)					
9:30	LEARNING FROM MONITORING, SUPERVISION, OBSERVATION AND MENTORING (MT 10, MT 12)			LEARNING FROM MONITORING, SUPERVISION, OBSERVATION AND MENTORING (MT 9)					
11:30	PROMOTING A CULTURE OF READING (MT 10, MT 12)			PROMOTING A CULTURE OF READING (MT 9)					
12:30	LUNCH			LUNCH					
1:30	USE OF INSTRUCTIONAL MATERIALS (MT 10, MT 12)			USE OF INSTRUCTIONAL MATERIALS (MT 9)					
2:30	TRACKING AND MAINTAINING ENROLLMENT (MT 10, MT 12)			TRACKING AND MAINTAINING ENROLLMENT (MT 9)					
3:00	EXPERIENCE SHARING CIRCLES (MT 10, MT 12)			EXPERIENCE SHARING CIRCLES (MT 9)					
3:30	SCHOOL LEVEL PLANS (MT 10, MT 12)			SCHOOL LEVEL PLANS (MT 9)					
4:30	ROLES AND RESPONSIBILITIES OF TEACHERS AND PRINCIPALS (MT 10, MT 12)			ROLES AND RESPONSIBILITIES OF TEACHERS AND PRINCIPALS (MT 9)					
5:15	BACK TO SCHOOL CELEBRATION AND CLOSING CEREMONY (MT 10, MT 12, MT 9)								
5:30	END OF SESSION			END OF SESSION					
6:30	DINNER			DINNER					

XIV. PRINCIPALS' SCHEDULE

Principals (approximately 60 or so in each county) should be divided into four groups of equal numbers, combining both ALP and NFE Principals.

Group 1 Principals
Group 2 Principals
Group 3 Principals
Group 4 Principals

In order for principals to obtain an overall understanding of each area of the curriculum, during content days (Days 2-7), these principals attend one day each area of content training in each of the 6 core content areas to be covered (literacy, numeracy, reading, math, life skills and work readiness).

Day 2- Group 1 Principals join *Numeracy*
(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)
Day 2- Group 2 Principals join *Life Skills*
(SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS)
Day 2- Group 3 Principals join *Reading*
(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)
Day 2- Group 4 Principals join *Work Readiness*
(SECTION D: ALP TEACHER- MATH AND WORK)

Day 3- Group 1 Principals join *Life Skills*
(SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS)
Day 3- Group 2 Principals join *Reading*
(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)
Day 3- Group 3 Principals join *Work Readiness*
(SECTION D: ALP TEACHER- MATH AND WORK)
Day 3- Group 4 Principals join *Numeracy*
(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 4- Group 1 Principals join *Reading*
(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)
Day 4- Group 2 Principals join *Numeracy*
(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)
Day 4- Group 3 Principals join *Numeracy*
(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)
Day 4- Group 4 Principals join *Reading*
(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

Day 5- Group 1 Principals join Literacy
(**SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY**)
Day 5- Group 2 Principals join Work Readiness
(**SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS**)
Day 5- Group 3 Principals join Life Skills
(**SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS**)
Day 5- Group 4 Principals join Math
(**SECTION D: ALP TEACHER- MATH AND WORK**)

Day 6- Group 1 Principals join Work Readiness
(**SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS**)
Day 6- Group 2 Principals join Literacy
(**SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY**)
Day 6- Group 3 Principals join Math
(**SECTION D: ALP TEACHER- MATH AND WORK**)
Day 6- Group 4 Principals join Literacy
(**SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY**)

Day 7- Group 1 Principals join Math
(**SECTION D: ALP TEACHER- MATH AND WORK**)
Day 7- Group 2 Principals join Math
(**SECTION D: ALP TEACHER- MATH AND WORK**)
Day 7- Group 3 Principals join Literacy
(**SECTION A:N FE FACILITATORS- LITERACY AND NUMERACY**)
Day 7- Group 4 Principals join Life Skills
(**SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS**)

XV.SSESSION DESCRIPTIONS

ORIENTATION TO NONFORMAL EDUCATION

Registration

Instructions

Do registration as the first thing in the morning starting as early as 6:30. If possible, make an announcement that registration **MUST** be done first. The registration desk should be visible and not to a closed in location to avoid overcrowdedness. Remind them that this process will continue throughout the workshop.

As you receive people to the In-service training

Register their information on the registration sheet. LRC staff need to be present to clarify for each person what kind of content area teacher they are. This should be established and clarified up front at the registration table in an organized format. Master Trainers can be utilized to assist in registration.

Forms

You should also give them two forms

1. Inservice Training – Pre-questionnaire

Do not forget to institute a numbering tracking system for this test as there will be a post, preferably on the second to the last day of the training, and participants will be required to use their same numbers as in the pre. Do an announcement for all pre assessment sheets to be turned in. For the numbering system, please follow the following coding for easy analysis - Montserrado = Mo, so Mo1, Mo2, Mo3,Mo125, Mo126 Maryland will be Ma, so Ma1, Ma2, Ma3, Ma4, Ma 125, Ma126, Ma127 Lofa = L, Nimba = N, Bong = B and Grand Gedeh = G. So on the numbering even though there will be 1 to 100 for example, each county will be differentiated by their county coding.

2. LTTP Teacher Data Form.

They should take the forms and first fill out the pre-questionnaire first. It should be done individually by each teacher as they quietly sit in the hall to wait for the start of the program. All forms should be collected by the start of the session. Teachers should not be allowed to enter in and sit late in a session without having filled out the questionnaire and Teacher Data Form.

This is also to be filled out along with the pre assessment. All LTTP Teachers Data Forms **MUST** be collected for all participating teachers and returned to the M&E Officer.

3. Collating the Data

M&E Officers should have the pre, the LTTP form and the post in separate folders, enclosed and properly labelled. DO NOT DO the CORRECTIONS of the pre and post assessment. We will do them here at HQ since we want to make sure that the system was adhered to and that we report accurately on this KEY INDICATOR.

4. Receipt of Materials for Teachers and Facilitators

As they register, they should sign for the right books according to content area. They should immediately put their name on the upper right corner of each of the books they receive.

- Nonformal Education Facilitators-Literacy and Numeracy
 - Should receive one literacy curriculum book
 - Should receive one numeracy curriculum book
- Nonformal Education Facilitators-Work and Life
 - Should receive one life skills curriculum book
 - Should receive one work readiness curriculum book
- ALP Teacher-Language and Life Skills
 - Should receive one life skills curriculum book
- ALP Teacher-Math and Work
 - Should receive one work readiness curriculum book
- Principals-Nonformal Education
 - Should receive one literacy curriculum book
 - Should receive one numeracy curriculum book
 - Should receive one work readiness curriculum book
 - Should receive one life skills curriculum book
- Principals-Accelerated Learning (as per each county)
 - Should receive one literacy curriculum book
 - Should receive one numeracy curriculum book
 - Should receive one work readiness curriculum book
 - Should receive one life skills curriculum book
- Buffer Teacher Trainees in event of teacher discontinuance
 - Team leader should decide what content group this individual will be assigned to and they should be assigned books accordingly. They should check out any materials temporarily and return at end of training as it would not be assigned to them unless they were assigned to a class.

Title of Session

Opening and Orientation to the Nonformal Education System and Curriculum

Duration: 1.5 hours

Objective: To orient participants to the training

Outcome: Participants differentiate between distinct sections of the curriculum

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture, demonstrations

Activities:

STEP 1:

Distinguished Guests, Education Officers and others play a key role in welcoming all teachers and principals, making an opening statement.

STEP 2:

Give background on the nonformal education system and curriculum.

BACKGROUND:

For over 25 years, because of civil conflict, young adults in Liberia have missed opportunities for sustained, high-quality formal schooling. Large numbers of youth and young adults who grew up during the conflict are now too old to attend school with children; they need education and training to live full and productive lives. In addition to serving those affected by conflict, a nonformal education exists to serve the long terms of Liberia to reach older youth and adults not able to access education through conventional formal school.

To address their needs, the Ministry of Education in Liberia, like other African countries and countries in other parts of the world, is launching a new nonformal education system. It will complement formal pre-primary, primary, secondary, vocational and tertiary (higher) education for adults and out-of-school youth not served by these systems.

Over the last year, the Ministry of Education has engaged the support of the Core Education Skills for Liberian Youth program to help develop a nonformal education policy as well as a nonformal education curriculum. This curriculum is to be field tested in six counties in September.

GOALS AND OBJECTIVES

The goals of the nonformal education system are to enable young adults (ages 15-35, and who are not enrolled in formal schooling) and adults to:

1. Read and write in English (and eventually in selected mother tongue languages);
2. Use mathematics in daily life
3. Acquire livelihood skills or prepare for vocational skills training, apprenticeship, wage employment or self-employment;
4. Acquire skills and knowledge needed for daily living such as: good health and environmental

- practices, and the skills to live peacefully;
5. Return to formal schooling if they so choose;
 6. Become productive, informed and loyal citizens of the republic and actively participate in the national decision making process;
 7. Meaningfully contribute to the development of the nation, and
 8. Through Nonformal education, enable the nation to reduce or eradicate illiteracy, poverty, dependency, violence and crime by helping Liberians to make good use of the skills they already have as well as to learn new marketable skills to make a living, manage their resources, and acquire further learning.

Nonformal Education can also help members of their communities learn and participate in a democracy, take care of family and community health issues, improve the natural and built environment in which they live, and adopt health and balanced environmental practices.

EXIT PATHWAYS

It is envisioned that nonformal education could help learners exit into four main pathways:

- obtain basic literacy and numeracy skills for living
- enter the world of work
- successfully transition to vocational skills training or apprenticeships
- re-enter the formal school system

CONTENT AREAS:

The Liberian Nonformal Education system has short-term and longer-term learning in four curriculum content areas: literacy (listening, speaking, reading and writing), numeracy (basic math), life skills, and work readiness. each have four levels.

TIMING:

If classes are offered three days a week, one level could be completed over a nine month period.

STEP 3: Describe the Nonformal Education Curriculum Development and Field Testing Process

Ministry of Education made a decision several years back to start a nonformal education system to serve the learning needs of older age youth. The support of USAID was engaged to help actualize the process.

The Core Education Skills for Liberian Youth Project (CESLY) here to support the Ministry in the development of the curriculum.

Over the last year, the Ministry of Education has engaged the support of the Core Education Skills for Liberian Youth program to help develop a nonformal education policy as well as a nonformal education curriculum. This curriculum is to be field tested in six counties in September. (Bong, Lofa, Montserrado, Nimba, Maryland and Grand Gedeh).

This training is designed to give teachers the basic skills they need to teach nonformal education topics. Over the course of the year, CESLY staff will visit classrooms and collect information on the curriculum so that this can be incorporated into the curriculum so that a quality product is delivered before the start of the next academic year.

The Nonformal Education holistic classes will field test curriculum through classes on :

- Literacy
- Numeracy
- Work readiness
- Life skills

In terms of accelerated learning, this training will focus on strengthening basic reading and math skills of accelerated learning teachers. Accelerated learning teachers will also become acquainted with the Life Skills and Work Readiness curricula so that:

Life Skills session can be field tested within the Social Science class of Accelerated Learning
Work Readiness curricula can be can be field tested within the Science class of Accelerated Learning

- (in NFE holistic classes the 4 core subjects should be taught 3 days a week)
- (in ALP Life Skills and Work Readiness classes, the materials should be taught once a week. Therefore Life Skills is taught once a week during the Social Studies class and Work Readiness is taught once a week during the Science class. This process should be employed unless and until further instructions are communicated from MOE or CESLY)

You as teachers and facilitators will play a key role in helping others to learn from your experience. The curriculum will require you to think in different way and try out different kinds of teaching techniques. These will be a great resource to you and you yourselves will be pioneers in field testing a new nonformal education curriculum in Liberia. In addition the training will help current accelerated learning teachers strengthen their skills in reading and mathematics.

STEP 4:

Describe the goals and target audience of the training

- Nonformal Education Facilitators-Literacy and Numeracy
- Nonformal Education Facilitators-Work and Life
- ALP Teacher-Language and Life Skills
- ALP Teacher-Math and Work
- Principals-Nonformal Education
- Principals-Accelerated Learning

The rationale for the training is that teachers and principals need in depth training in order to prepare them with the appropriate background knowledge needed in the core content areas as well as in how to deliver core content in nonformal education and accelerated learning. Teachers and principals also need guidance in how to implement accelerated learning and nonformal education over the next academic year.

The In-service training seeks to equip the following types of teachers with the following skills:

- *Nonformal Education Facilitators- Literacy and Numeracy*
 - To prepare teachers for implementation of nonformal education activities
 - To equip teachers with the skills to strengthen teaching of the literacy section of the nonformal education content
 - To equip teachers with the skills to strengthen teaching of the numeracy section of the nonformal education content
- *Nonformal Education Facilitators – Life Skills and Work Readiness*
 - To prepare teachers for implementation of nonformal education activities
 - To equip teachers with the skills to strengthen teaching of the work readiness section of the nonformal education content
 - To equip teachers with the skills to strengthen teaching of the life skills section of the nonformal education content
- *ALP Teacher- Language and Life Skills*
 - To prepare teachers for implementation of accelerated learning and nonformal education activities
 - To equip teachers with the skills to strengthen reading teaching in ALP
 - To equip teachers with the skills to strengthen teaching of the Life skills section of the nonformal education content
- *ALP Teacher- Math and Work Readiness*
 - To prepare teachers for implementation of accelerated learning and nonformal education activities
 - To equip teachers with the skills to strengthen math teaching in ALP
 - To equip teachers with the skills to strengthen teaching of the work readiness section of the nonformal education content
- *Principals (including NFE and ALP Principals)*
 - To enable principals to thoroughly understand the content being presented to ALP and NFE teachers
 - To equip principals with the skills to support good teaching or to intervene when teaching is not adequate
 - To enable principals to administer accelerated learning and nonformal education activities

The result of this training should be that teachers are capacitated to effectively teach core content areas in nonformal education and accelerated learning and bring about increase in student achievement scores.

STEP 5:

Discuss organization of the training

Day 1- Overview of Nonformal Education

Day 2, 3,4 In-depth Training in one content area

Day 5, 6, 7- In-depth Training in a second content area

Day 8 – Mini- Orientation to the two content areas not covered in depth

Day 9- Practical guidance on how to move into implementation

ICEBREAKER- 15 minutes

Group all participants in circles with 10 people in each circle. (Don't move chairs. Just let the participants form circles around the environment where they are sitting)

Next, half of the participants (every other person) should take one step forward.

Now there should be two large circles one inside the other.

Participants on the inside of the circle should turn so that they directly face the participants on the outside of the circle.

Participants should be given 1 minute. They should tell their partner their name, the place where they came from, and one interesting thing about themselves.

After one minute the inside circle takes one step to the left. With the new partner, participants repeat the same process and tell their partner their name, the place where they came from, and one interesting thing about themselves.

The interesting thing they tell about themselves should be different for each new person that they interview.

Title of Session: **Distinguishing Accelerated Learning and Nonformal Education**

Duration: 30 minutes

Objective: to enable participants to understand accelerated learning and nonformal education

Outcome: Participants can name the elements of the system

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, you may wish to print the chart as a handout

Activities:

STEP 1:

Compare Accelerated Learning and Nonformal education. Compare the similarities and differences.

Similarities: Both are alternative forms of education designed to help youth who missed out on conventional formal schooling catch up and acquire a basic education.

Compare:

	Accelerated Learning	Nonformal Education
Goal	To help overage youth catch up on missed years of schooling and complete the equivalent of formal school in 3 years	Nonformal education could help learners exit into four main pathways: <ul style="list-style-type: none">• obtain basic literacy and numeracy skills for living• enter the world of work• successfully transition to vocational skills training or apprenticeships• re-enter the formal school system
Target Age	Previous years (ALP Regular 10-18) (ALP Youth 15 - 35) Now, MOE would like ALP to serve overage youth up to age 14, while youth 15 and	15-35 and above

	above go to Nonformal Education	
Scheduling	Offered 5 days a week, according to the time specified at the school level (evenings and afternoons preferred. ALP should not co-occur with conventional formal schools in morning)	Suggested offering at 3 days a week , flexible time of the day (evenings and afternoons preferred in order not to overcrowd schools in morning)
Subjects offered	Language Arts Social Studies Math Science	Literacy Numeracy Life Skills Work Readiness
Levels	Level 1-equivalent to Grade 1 and 2 Level 2-equivalent to Grade 3 and 4 Level 3-equivalent to Grade 5 and 6	Level 1 Level 2 Level 3 Level 4 Then take equivalency exam
Class Size	Striving for class size of 35	Striving for class size of 35

STEP 2:

Answer any questions that the participants have

Title of Session: **Overview of Use of the Nonformal Education Curriculum**

Duration: 1 hour

Objective: To help participants understand the components of the curriculum

Outcome: Participants differentiate between distinct sections of the curriculum

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture, demonstrations

Activities:

Step 1:

The speaker should not take this information and read it verbatim or just write it on a flipchart. Rather describe and provide illustrative examples so that the user understands it. Let the participants open to the pages of the curriculum when different elements are being described.

CORE ELEMENTS OF THE CURRICULUM

- levels
- content area
- content standard
- competency
- modules
- lessons

DEFINING CORE ELEMENTS OF THE CURRICULUM

- LEVEL-Curricular content by means of which learners reach particular competencies benchmarked as a definable exit point from the program
- CONTENT AREA-curricular area (e.g. literacy, numeracy, work readiness, life skills.)
- CONTENT STANDARD-*a broad statement of what learners will know and be able to do in a content area*
- COMPETENCY-*specific, measurable statement about what learners will know and be able to do after completion of a level, module or lesson.*
- MODULES-subcomponent of a level, a collection or group of lessons that belong together, that together can help a student to master a competency, a larger learning objective
- LESSONS-subcomponent of a module, a small unit of instruction, lasting 45 minutes (or 75 minutes for literacy)

PRINCIPLES GUIDING THE DEVELOPMENT OF THE CURRICULUM

- related to goals of the learners
- contextually relevant to learners' lives and communities

- learner centered and participatory
- focused on application of knowledge and skills
- accessible, sensitive, and relevant to both genders
- built on learners existing knowledge and skills
- user friendly-have content and wording that match with level of facilitator
- curriculum organized in modular form

(Make this relevant to teachers and learners' lives not just a listing of principles. Demonstrate how this might differ from conventional school)

ORGANIZATION OF CURRICULUM

Curriculum is organized in modular form

MODULE description and format

- title of module
- module learning objectives
- links with other modules
- estimated length of module
- list of numbered lessons titles
- activities
- evaluation
- follow-up activities

MODULE- Explanation of each term

1. Module Name:
 - a. Content Area (reading, writing, numeracy, life skills, work-related learning)
 - b. Content Standard (e.g. Read with understanding)
2. Module learning objectives:
3. Links with other modules: (e.g. "This is a stand-alone module" or "This module is the third in a series with Modules 1 and 2", "Before completing this module it would be helpful if learners had completed modules 7 and 8)
4. Estimated length of module: (e.g. "6 lessons of 75 minutes each = 450 minutes or 7.5 hours")
5. List of numbered lesson titles:
6. Background Information: (e.g. This is one of 9 modules in the numeracy content area. The goal of this module is to help learners multiply and divide fractions and decimals. Before using this module, a teacher could "brush up" on fractions and decimals by reading *Math Made Easy* by Sekou Koromah)
7. evaluation – a process or set of steps or activities that will enable a learner and a teacher to know if the learner has accomplished the learning objectives for the lesson or the module

8. Follow-up activities: (e.g. Some students may need more practice in adding and subtracting, multiplying and dividing fractions and decimals. If so, you will find some excellent practice exercises in *You can learn Fractions and Decimals!* By James Nimley. We also recommend the following life skill activities using fractions and decimals:

Explain how when a facilitator sees the content, they should be able to look over a module outline and get an idea of what the module is about and how a learner would gain the overall competencies for that module by going through each individual unit.

LESSON description and format

- lesson title
- estimated length of time
- learning objectives
- preparation and materials
- background information
- learning points/key message
- evaluation
- follow-up activities

LESSON - Explanation of each term

- Lesson title
- Estimated length of lesson (e.g. "45 minutes")
- Lesson Learning objectives (e.g. "Add and subtract percents up to 99%")
- Preparation and materials (e.g. chalk, chalkboard, paper or a copybook to take notes and practice calculations)
- Background Information (This is background information for this particular lesson, so it would focus on what was learned before. It would explain why adding and subtracting percents is an important skill. It would give examples of how percents are used in Liberia.)
- learning points/key message (Core content knowledge -this is what the facilitator needs to know to convey. Not something that should be copied verbatim on the blackboard)
 - Example: Percent means "part of 100" 10 percent, for example, means 10 parts of 100 parts, 10 ground peas out of 100 ground peas, 10 cups of rice out of 100 cups of rice.
 - Like whole numbers, percents can be added, subtracted, multiplied and divided.
- Activities- The meat of the lesson- the activities the facilitator undertakes to complete the lesson.
- Evaluation (In this section you will explain how to assess or measure whether or not the learning objectives have been met. "assessments" that will show the teacher what has and has not been learned.)
- Follow-up activities- This could be follow up either within the class, as homework or as an outside learning activity

Explain how when a facilitator sees the content, they should be able to look over a lesson outline and get an idea of what the topic is about and how a learner would gain the overall times

Assessment

Step 1 Define Assessment: Assessment is the process of gathering, recording, interpreting, using and communicating information about a learner's progress and achievement during the development of knowledge, concepts, skills and attitudes.

STEP 2: Discuss the different types of assessment. Explain that assessment can be of two types:

- It can be formative or summative. Explain that formative assessment is designed to help improve the process of teaching and learning. It helps inform the learning program. A formative assessment may
 - ü start at the beginning of the learning process to identify learning needs,
 - ü continue during learning to identify areas of progress and problems
 - ü at the end of learning to for learners to demonstrate for themselves what they have learnedFormative assessment allows for the gathering of extensive, continuous information about a learner's progress through the learner's performance engagement in and engagement with the day-to-day learning activities in the classroom.
- Explain that summative evaluation is designed to confirm that learning has taken place and certain that standards have been achieved. It may be an initial assessment to identify a starting point, and further assessment after a period time to identify progress made.

STEP 3: Discuss the different uses of assessment.

- Explain that based on information from the different types of assessment:
- the teacher can make decisions regarding the sequencing of content and the choice of appropriate teaching approaches and methodologies

Improve teaching and learning method and learner participation

- Identify learners strength and weakness; they help to identify what the learners do well
- Provide ongoing feedback to learner
- Constitute a record of the learner's progress and attainment, whether at class or school level, at the end of a given period of learning, as at the end of a unit of work, at the end of a term, or at the end of a year.

STEP 4: Discuss assessment mechanism (lessons review, evaluation section in each lesson, end of module assessment, end of module assessment, and end of level assessment) in the literacy curriculum.

- Go through the literacy curriculum with learners pointing out how these forms of assessments are evident in the curriculum. For formative assessment draw attention to review before the beginning of each lesson, the evaluation activity and follow up activity at the end of each lesson. Explain that the mid-module and end of module assessment can be both formative and

summative in that on one hand it informs on the learning process, provides feedback to learners and on the other it can be used to measure achievement. The end of level assessment to be administered at the end of the level is summative and will be used to determine the learner movement from one level to another. Inform facilitators that results from the mid-module assessment and end of module assessment are document and constitutes part of the learner's record.

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Title of Session: **Role of Facilitator vs. Teacher**

Duration: 1.5 hour

Objective: To help participants differentiate between facilitation and teaching

Outcome: Participants differentiate between facilitation and teaching

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture, demonstrations

Activities:

STEP 1:

Present how youth and adults learn differently than children.

1. Youth/adults have a wide experience and have learned much from life. They learn most from their peers. So animators should help them to share their own experience and create a situation where they are encouraged to have a dialogue with one another. Let them sit in a circle where they see each other's faces so that speaking and listening can both be helped by the use of their eyes.

2. Youth/adults are interested and learn quickly about those things that are relevant to their lives. So the animator needs to create a situation in which they can share in the planning, choose the topics and participate in regular evaluation of what they are doing.

3. Youth/adults have a sense of personal dignity. They must be treated with respect at all times and never feel humiliated or laughed at before others.

4. As adults grow older, their memories may get weaker but their powers of observation and reasoning often grow stronger.

Ask participants to compare and contrast how children and adults learn. Use the following chart as a resource to help prompt and probe participants answers.

General Characteristics of Adult Learners As Compared To Children

CHILDHOOD	ADULTHOOD
<i>Children depend upon adults for material support, psychological support, and life management. They are other-directed.</i>	<i>Adults depend upon themselves for material support and life management. Although they must still meet many psychological needs through others, they are largely self-directed.</i>
<i>Children perceive one of their major roles in life to be that of learner.</i>	<i>Adults perceive themselves to be doers; using previous learning to achieve success as workers, parents, etc.</i>
<i>Children, to a large degree, learn what they are told to learn.</i>	<i>Adults learn best when they perceive the outcomes of the learning process as valuable--contributing to their own development, work success, etc.</i>
<i>Children view the established learning content as important because adults tell them it is important.</i>	<i>Adults often have very different ideas about what is important to learn.</i>
<i>Children, as a group within educational settings, are much alike. They're approximately the same age, come from similar socioeconomic backgrounds, etc.</i>	<i>Adults are very different from each other. Adult learning groups are likely to be composed of persons of many different ages, backgrounds, education levels, etc.</i>
<i>Children actually perceive time differently than older people do. Our perception of time changes as we age--time seems to pass more quickly as we get older.</i>	<i>Adults, in addition to perceiving time itself differently than children do, also are more concerned about the effective use of time.</i>
<i>Children have a limited experience base.</i>	<i>Adults have a broad, rich experience base to which to relate new learning.</i>
<i>Children generally learn quickly.</i>	<i>Adults, for the most part, learn more slowly than children, but they learn just as well.</i>
<i>Children are open to new information and will readily adjust their views.</i>	<i>Adults are much more likely to reject or explain away new information that contradicts their beliefs.</i>

STEP 2 :

Provide an overview of what it means to be a facilitator (contrast the role of a facilitator and a teacher)

There are many approaches, methodology or techniques use in the transmission of knowledge for the source to the receiver; from the teacher to the learner and from the trainer to the trainee. What is the center focus is that the learner, receiver or trainee is able to acquire knowledge, skills that impact their lives and the environment.

Facilitation is an indispensable element in the teaching/learning process. Facilitation can be used across many and any learning process be it with students, learners, or trainees, with communities or professionals to achieve set objectives Facilitation involves a mindset of helping others perform better by creating [growth](#) opportunities and by providing coaching that allows others to take on more ownership and control of their performance. A facilitated activity should be planned in advance, thoughtfully and efficiently set-up, and managed continuously with an appropriate level of [intervention](#). The facilitator should also provide effective closure. This module shows that quality [facilitation](#) depends on understanding the Facilitation Methodology, attending to key principles, and cultivating specific facilitation skills.

STEP 3: Ask the participants (or the other Master Trainers) to compare the characteristics of facilitators vs. teachers.

STEP 4:

Present overview of other facilitation methods

Pair share and pair work

Small and large group discussion

Small group work

Individual work

Role plays

Case studies/ scenarios

Games

Brainstorming

Presentation

Panel discussion

Pictures

Reflection activities - individual, guided, journal writing

Review activities

STEP 5:

Take the material above about the difference between the way that children and adults learn.

Have two master trainers deliver the information, one using formal school traditional teaching (chalk and talk)And the other using facilitation methods.

STEP 6:

Seek the reactions of the participants about which method was more effective.

Allot time for questions and answers

STEP 7:

Just before lunch time, deal with housekeeping issues or announcement.

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Listening Techniques

Types	Purpose	Possible Responses
1. Clarifying	<ol style="list-style-type: none"> 1. To get at additional facts. 2. To help the person explore all sides of a problem. 	<ol style="list-style-type: none"> 1. 'Can you clarify this?' 'Do you mean this?' 3. 'Is this the problem as you see it now?'
2. Restatement	<ol style="list-style-type: none"> 1. To check our meaning and interpretation with the other. 2. To show you are listening and that you understand what the other has said. 	<ol style="list-style-type: none"> 1. 'As I understand it, your plan is . . .' 2. 'Is this what you have decided to do. . . and the reasons are . . .'
3. Neutral	<ol style="list-style-type: none"> 1. To convey that you are Interested and listening. 2. To encourage the person to continue talking 	<ol style="list-style-type: none"> 1. 'I see.' 2. 'I understand.' 3. 'That is a good point.'
4. Reflective	<ol style="list-style-type: none"> 1. To show that you understand how the other feels about what (s)he is saying. 2. To help the person to evaluate and temper his or her own feelings as expressed by someone else. 	<ol style="list-style-type: none"> 1. 'You feel that . . .' 2. 'It was shocking as you saw it.' 3. 'You felt you didn't get a fair hearing.'
5. Summarising	<ol style="list-style-type: none"> 1. To bring all the discussion into focus in terms of a summary. 2. To serve as a spring board to discussion of new aspects of the problem. 	<ol style="list-style-type: none"> 1. 'These are the key ideas you have expressed . . .' 2. 'If I understand how you feel about the situation. . .'

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Facilitation Basics



The Difference between Leading and Facilitating

Understanding facilitation begins with an awareness of the difference between facilitating and leading. It has been said that leadership is something you do to a group, while facilitation is something you do with a group.

Although many leaders can (and should) be effective facilitators, the facilitator differs from a leader in that the former is cognizant about the use of power, authority, or control and places limitations on uses of it. A facilitator should be "a neutral mediator whose job is to provide information and accommodate the exchange of dialogue among ... participants" (from Catalyst). Facilitators assist groups as they work together toward achieving group goals, and in most instances do not interject their own personal opinions or agenda. By expressing their opinions to the group, facilitators risk discouraging others with differing opinions from speaking. They remain alert to group dynamics and encourage challenging reflection while maintaining respect and safety within the group. Although facilitators may help guide a discussion, they also recognize and foster the groups own ability to lead itself. Thus unlike authoritative leaders, good facilitators relinquish control to the group and promote open, democratic dialogue among group members.

Effective reflection requires that facilitators demonstrate an open-minded attitude, communicate appropriately, manage group dynamics, incorporate diversity, and provide closure. Developing skill in each of these areas involves learning and becoming comfortable with numerous facilitation practices. An explanation of practices pertaining to each area follows. Also refer to the "Activities" section of this manual for ideas about promoting certain behaviors in the group.

Attitude

Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it's the only thing that ever has.

-- Margaret Mead, Anthropologist



- *Be honest: Effective facilitation requires that the facilitator be honest with him/herself and with the group. This includes being honest about the limits of one's own abilities and knowledge. If the facilitator doesn't know the answer to the group's questions, s/he should admit it and work on finding the answer. Honest facilitators gain the trust of the group and model the importance of*

honesty from all participants. However, facilitators should be careful not to stray from preventing a neutral stance while maintaining honesty.

- *Managing dual roles: There is some disagreement among expert, facilitators as to whether a facilitator should always maintain a neutral stance, particularly if the facilitator is, an active member of the group and a decision making is taking place. A skilled facilitator will calculate the potential impact of his or her interjections into the group and determine if it will result in a misuse of power. Sometimes, a skilled facilitator will state that s/he wants to suspend his or her role as facilitator for the sake of making an opinion or perspective heard. These instances should be handled with extreme caution and some forethought.*

- *The facilitator is not an expert: Facilitators must keep in mind that their role in the reflection is to moderate and guide communication, not make personal contributions to it, or push their own agenda. By controlling the group, facilitators threaten the open sharing of thoughts and feelings, and may close themselves off from the group's feedback. Instead facilitators should remain flexible and responsive to the group, and encourage evaluation of the, process. The facilitator's neutrality throughout the process is crucial. An effective way for facilitators to avoid voicing their personal opinion is to reflect question back to the group. For example, when asked whether s/he supports the death penalty, a facilitator may say "The death penalty is, a controversial topic. What do you think are the main issues for and against it?" By responding in this way the facilitator has remained neutral and encouraged further reflection by the group.*

- *Everyone can learn: Facilitators should view reflection as a learning opportunity and should communicate this attitude to the group. This means that facilitators themselves remain open to learning from others, and that everyone's contributions are treated as credible and educational. This serves to validate group members and helps to avoid arguments between them.*

- *Other qualities of an open-minded attitude include:*

- *Somewhat informal*
- *Be empathetic*
- *Maintain a sense of humor*
- *Stay interested in group discussion*
- *Be, real, direct, and genuine*

Communication

If I do not speak in a language that can be understood there is little chance for a dialogue.

-- Bell Hooks, Writer and Educator



- *Set ground rules: Ground rules establish a foundation upon which the group's communication will occur. They help to create a safe environment in which participants can communicate openly, without fear of being criticized by others. Ground rules that have been arrived at by all members are the most useful and can be repeated if tension rises during reflection. Sample ground rules follow.*

- *Be honest*
- *Listen, even if you disagree*
- *Avoid prejudicial comments*
- *Criticize the idea, not the person*
- *Pass if you're not comfortable*
- *Use "I" statements*
- *Don't interrupt*
- *Be brief*
- *Everything is confidential*

○ *Agree to disagree*

- *Use "vibes watchers": In order to monitor ground rules the facilitator may choose to identify one or more "vibes watchers". The vibes watcher observes the reflection and takes note of group dynamics that are potentially problematic (for example, one person dominating the discussion, a participant's ideas being attacked, etc.). S/he can interrupt the discussion if the situation is particularly problematic, and explain, in a non-accusatory tone, what s/he observed. The facilitator can decide if all participants should be encouraged to voice such concerns during the session. At the conclusion of the session the facilitator should ask for a report from the vibes watcher, so that future session may be improved. Participants should not be forced to be vibes watchers, but should volunteer. Ideally, all members of the group will become sensitive to group dynamics, and, in a sense, monitor themselves.*

- *Promote "active listening": Staying quiet and considering others' remarks can be challenging when controversial topics are discussed, but is crucial to respectful communication. Facilitators should discourage participants from professing their opinions without considering and responding to others' comments. Instead, facilitators should model communication in the form of a dialogue, in which participants listen and respond to each other. The type of communication used (whether "polite conversation" is favored over informal or slang conversation) can vary, and should be determined according to such factors as the group's cultural background, familiarity with each other, goals for reflection, etc.*

- *Encourage participation by all: Facilitators should clearly communicate that reflection is an egalitarian process in which everyone has a right to speak, or to choose not to speak. Group members who have not spoken should be encouraged to do so, if they wish. This can be accomplished by creating a space for more introverted group members to speak. This can be accomplished by stating something like, "Let's give an opportunity to hear from some people who haven't spoken yet..."*

- *Use "stacking": In order to promote full participation, the facilitator should guide the allocation of speaking time by "stacking" (or "queuing"). This involves the facilitator identifying and placing in some order those individuals who wish to speak. One example of this technique is to list the names of the four people who have raised their hands, invite them to speak in order, and then indicate that you will recognize others who wish to speak after the four people have finished. Another technique is to simply give a nod to a person who wants to speak, acknowledging that they have been noticed and will be called upon soon. Additional strategies for inclusion can be found in the "Activities" section of this manual.*

Other practices for effective communication include:

DO:

- *use open-ended questions (not "Should the welfare system be reformed?", but "What aspects of the welfare system would you change?")*
- *ask for specifics and examples*
- *paraphrase and summarize ("So what you're concerned about is who defines what's best for these communities?")*
- *acknowledge contributions*
- *redirect questions to group ("Rehabilitation may not be occurring in our prisons, should that be the goal of the criminal justice system?")*
- *be creative*
- *take some risks by posing provocative questions*

DON'T:

- *refute people's ideas*
- *put people on the spot*
- *downplay thoughts, feelings*

- *force people to speak*

Group Dynamics

Each of us guards a gate of change that can only be unlocked from the inside. We cannot open the gate of another, either by argument or by emotional appeal.

-- Marilyn Ferguson, Educator and Writer

- **Create a safe space:** *The key to open and honest reflection is an environment in which participants feel safe and comfortable. In order for group members to express their thoughts and opinions they must feel that they can do so without fear of attack or condemnation. It is the facilitator's job to create such an environment, to monitor participant's comfort levels, and to take the necessary steps to maintain safety. This includes understanding and planning for individual differences in needs, abilities, fears, and apprehensions. Participants who feel safe are more likely to make honest and genuine contributions and to feel camaraderie and respect towards other group members.*

- **Manage disagreements:** *It has been said that "whatever resists will persist." Facilitators must be adept at recognizing tension building in the group, and respond to it immediately. Among the most useful strategies is to repeat the ground rules established by the group, including a reminder that criticism should pertain to ideas not to people. In addition, facilitators should not permit any disrespect or insults and should clarify misinformation. It is important that negative behavior be handled immediately so that participants do not get the impression that the behavior is condoned by the facilitator.*

- **Promote equality:** *As indicated, effective reflection is not designed around the leadership of one person. Equality of participants should be communicated and modeled by the facilitator. Again, the facilitator must be an alert observer, identifying signs of a developing hierarchy, or of divisive factions within the group. S/he should not permit arguing up against any group member(s), and should not take sides in any developing debate. Such situations can be counteracted by recognizing all members, and encouraging their participation equally.*

- **Be mindful of power, and who has it:** *All groups have opinion leaders or people who most others look up to. Often, these opinion leaders will set the tone for a discussion, thereby limiting active involvement of the more reserved members. Identify who these opinion leaders are and if it appears as though their power and authority is dominating the discussion, ask them, politely, to entertain other opinions.*

Other keys to managing group dynamics include:

- *know the group*
- *keep the group on track*
- *don't avoid topics*
- *reflect responsibility back on group*
- *be prepared for disagreements*
- *encourage challenging issues*

- **Build in diversity:** *In order to appropriately handle diversity issues in reflection sessions, facilitators must begin by recognizing their own attitudes, stereotypes, and expectations and must open their minds to understanding the limits these prejudices place on their perspective. The facilitator will be the example to which the group looks, and should therefore model the values of multiculturalism. It is important that diversity be integrated throughout the reflection programming, rather than compartmentalized into special multicultural segments.*

Monitoring communication for expressions of bias requires the facilitators' attention and sensitivity. Facilitators should be aware that some language and behavior has questionable, different or offensive meaning to some people, and they should encourage them to share their perspectives and information. Specifically, facilitators should watch out for statements or

situations that generalize groups, or that identify race, sex, age unnecessarily (for example, just as it is inappropriate to say "Bob Dole, White presidential candidate," it is also inappropriate to say "Colin Powell, Black political hopeful"). When qualifiers are used that reinforces stereotypes by suggesting exceptions to the rule, facilitators should ask for clarification. For example when a participant describes his/her experience working with a "respectable gay resident" of a shelter, the facilitator should ask the participant why he/she included the word "respectable." Is this a statement about gay people's respectability? About shelter residents? Is this based on his/her experience with specific populations of one shelter, or a generalization about all such people? Helping participants identify the assumptions inherent in their statements fosters greater understanding and sensitivity.

Most importantly, while expressions of prejudice should be interrupted, the person who spoke should not be publicly attacked. Placing guilt on the speaker is likely to increase the tension and stifle further exploration of the topic. The Building Bridges Coalition suggests the following appropriate ways to respond:

- Express empathy and compassion. (example: "You must have been disappointed about not getting the job you thought you were qualified for.")
- Ask for more information. (example: "Please tell me more about why you think a person in a wheel chair can't do that job?")
- Paraphrase the feelings you hear expressed. (example: "it sounds like you aren't comfortable working around gay people.")
- Give information (new information may alter their attitude). (example: "Did you know that Ms. Jones has a college degree?")

It is important that responses to prejudice to be nonjudgmental and non-confrontation, and that you express genuine concern and interest.

Closure and Evaluation: As a challenging and meaningful reflection session draws to an end, participants may feel that their intended objectives have not been met, that questions have not all been answered, or that a plan of action has not been finalized. Nonetheless, the group needs to recognize that progress has been made and that the process must continue. It is the job of the facilitator to initiate this sense of resolution, and to invite feedback so that the process may foster as it continues. Suggestions for accomplishing this include:

- Request a closing statement from each participant about what they learned, what they plan to do next, etc.
- Review the session with the group, recognizing participants' contributions and the necessity of further reflection.
- Provide participants with resources, such as written material and upcoming events, to encourage their continued involvement.
- Request written and verbal evaluations so that participants may voice those concerns and ideas that have been left unsaid, and so that facilitators may understand the strengths and weaknesses of their skills.

As with any skill, the ability to facilitate effectively will develop through experience, feedback, observation, and reflection. Using the tools described in this and future sections of this manual you are equipped to begin refining your facilitation skills.

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Trouble Shooting for Facilitators

Given the non-authoritative and flexible nature of facilitation, it is not unusual for situations to arise that can compromise the effectiveness of the training. Facilitators need to stay alert to these possibilities, and be prepared to deal with them. Following are suggestions for handling such situations, (taken from Catalyst):

One Person dominates the discussion or continually interrupts it.

Make it clear that you want input from everyone: "Can I hear from someone that hasn't spoken yet?" "I've noticed that no women have said anything about this issue. Would any of the women like to say something about this?"

Use activities that require everyone's participation, i.e., gathering questions and ideas. If a person consistently talks for long periods of time, without singling out that person specify that you would like everyone to be brief.

If someone continually interrupts, don't become defensive or ignore him or her. Instead, acknowledge the value of their input. Point out that in the interest of the group, interruptions should be kept to a minimum. Offer to speak to them at length at the break or after the session.

If someone keeps their hand in the air while others are talking, explain that when you hand is up for you mind is processing what you will say so that you are not listening to the person talking. Keep track of people who wish to speak by "stacking" (verbally list names of people who have raise their hands, indicating the order in which people will speak).

Several people refuse to talk or participate.

If some people refuse to participate in the large group, you might try dividing the group into pairs, threes, or fours. People who will not speak up in front of the full group will sometimes feel more comfortable sharing in a small group.

Distribute index cards and ask participants to respond to a question on the card. This is more comfortable for those who are shy in groups; you can shuffle the cards and have each person read someone else's response. In this way, everyone participates, but no one has to know who wrote what.

The group becomes distracted and loses its focuses.

In refocusing a group it sometimes means interrupting someone or interrupting a two-way argument that is going nowhere. Although you may be hesitant about this, remind the participants of the original topic and put the tangent on hold, at least until the first topic is resolved.

An offensive comment (e.g., pertaining to race, gender, sexual orientation, etc.) from a participant evokes angry reaction or shocked silence from the group.

If anyone makes an offensive comment, expect conflict. Your job is to control the processing of what happened and allow the workshop to continue. You can ask people to vent, but without argument. (refer to the previous section on diversity for specific suggestions.)

Someone asks you if you're prejudiced, against who, and tries to test you.

The best response is honesty. Acknowledging that you - like everyone else - have learned prejudice and are working against it, will establish respect and lack of pretense in the group.

Someone verbally attacks your leadership and completely throws you off.

Usually they are very upset and are to blame. DO NOT TAKE THE ATTACK PERSONALLY.

Explain your rationale. Discuss it with the person privately during a break. If you actually erred, apologize and continue.

Someone presents inaccurate information or strays away from the focus of discussion.

Allow participants to point this out and/or reject the comment. You should invite other participants to correct the misinformation; if they don't, correct it yourself. If you don't know the answer, acknowledge and commit to looking into it. Don't leave the group with any misinformation.

Group participant states: "It's all hopeless anyway; you can't change people's attitudes. Why even try?"

Acknowledge their feelings. Point out the hopelessness, without buying into it yourself. Point out the hopefulness of the training itself, and that you have seen attitudes change and grow by doing this work. Don't get into a debate about whether the work makes a difference - you wouldn't be doing it if it didn't.

You find yourself disliking a participant.

Remember that you are a human being and entitled to your own personal likes and dislikes.

However, you must also keep in mind that as a facilitator, your neutrality is essential to the success of a workshop. Acknowledge your feelings to yourself, and move on.

It is helpful to practice responding to challenging situations by role playing them with others. As you gain experience as a facilitator you will discover additional responses to these and other situations and will develop your own style.

Does Not Talk?

I am not sure who presents a tougher challenge to the facilitator: the participant who talks too much or the one who talks too little. It is easy to ignore the silent ones than the excessive talkers. Remember, however, that you pay now or pay later. Silence does not always mean consent. It may mean that the uncommunicative participant is plotting future sabotage.

Encouraging the silent types to talk will help ensure a much more inclusive solution and speed up the implementation. Also it will set a model for equal participation from everyone.

Here are some suggestions for dealing with participants who don't participate:

- *Reduce the anxiety level by using an alternative format. For example, break the large group into dyads for preliminary sharing of ideas. Then ask each pair to give a summary report of their discussion.*
- *Ask the participants to write their concerns, comments, suggestions, or whatever on index cards. Then ask the team to cluster these cards and organize them into themes.*
- *Direct questions to the silent participant. Ask questions related to the silent participant's areas of expertise and interest.*
- *Ask the silent participant to react to someone else's statement.*

- *Ask everyone to take turns to make a 1-minute presentation.*
- *Reinforce comments from the taciturn participant (without appearing to be patronizing).*
- *Before the meeting or during a break, talk to the silent participant. Emphasize the importance of her or his participation and collaboratively work out strategies to increasing the level of participation.*
- *Before the meeting or during a break, assign the role of identifying and drawing out the reluctant participant to a one or two team members.*
- *Call on the silent participant by name. Frequently use the name of this participant.*

Debrief Yourself

After a simulation game, it is important to debrief the participants. After everybody has gone home, it is equally important to debrief yourself.

Suggested questions:

- *What did I do especially well?*
- *How did the outcomes of today's run differ from the outcomes of the previous ones?*
- *What minor change should I try next time?*
- *What unusual comment was made during the debriefing?*
- *What was unique about this group?*

Based on your reflections, make suitable adjustments to the simulation game.

Ask Open Questions

While reviewing a training game on team formation, I came across this question:

What are the four stages of team development?

You probably know the answer: forming, storming, norming, and performing.

If you answered the question correctly, what does it prove? Sure, you can recall the four stages of team development. But does this mean that you understand the principles and can apply them to real-world teams?

Compare the original question with these questions:

- *What is an example of effective facilitation behavior during the norming stage?*
- *What is an example of effective team-member behavior during the storming stage?*
- *Which team-development stage is the most critical one? Why do you think so?*
- *What additional stages would you add to the four team-development stages?*

I am sure that you noticed the difference between the original question and the latter questions. The latter questions require more thinking. They reflect the type of questions that professionals face more frequently. They are the questions that challenge the participants. They require a deeper understanding of the principles. They are intellectually stimulating.

Unfortunately, however, the questions that are most frequently used in training games are similar to the original question. These closed, convergent questions fall in the one-correct-answer category. They are fact-recall questions that require the lowest levels of thinking. They are meaningless, impersonal, mechanical questions that patronize the learner by asking her to determine if a statement is true or to select the best answer among four insipid alternatives.

Why is this type of closed question so frequently used in training activities? Because it is easy to determine whether the answer is correct or not, because the answers can be evaluated by any player, and because you can program a computer to check the answer.

The use of closed questions conveys a strong impression that players are incapable of producing or recognizing creative responses to open-ended questions.

Don't get me wrong. I believe recall questions are very important. Beginning learners should master the fundamental facts, figures, terminology, and definitions. They should practice these items until they acquire the required level of fluency.

But I am bothered by the perception that games and interactive exercises are effective only for drill practice. Most trainers and participants and managers believe that games are limited to basic knowledge and comprehension. These perceptions are reinforced by the trivial questions that are incorporated in most instructional games. For example, people look at this question

By what percentage did the Asian population in the U. S. grow from 1980 to 1990?

and wonder what that has to do with the skills of getting along with a coworker from a different culture.

For the past 30 years, I have designed and used games with open-ended, divergent questions that require application, analysis, evaluation, problem-solving, and synthesis. My secret? A fundamental belief that players are capable of comparing different responses and deciding which one is the best. Also, a belief that by comparatively judging other players' responses, you master the criteria for effective responses and learn to apply them to your own responses. For example, the TROIKA frame-game involves groups of three players. In each group, participants take turns to play the role of a judge who picks up a question card and reads an open-ended question. The other two participants take turns to respond to the question. The judge distributes 7 points between the two answers to reflect the relative quality of the two answers.

Here's a closed question:

- *Isn't it time for you to start using open-ended questions in your training games?*
- *Give yourself 1 point if you answered "Yes".*

Here's an open-ended question:

What strategies can we use for encouraging players to produce and recognize creative responses?

Decide for yourself how many points you deserve.

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Adult Learning Psychology

5. Adults have a wide experience and have learned much from life. They learn most from their peers. So animators should help them to share their own experience and create a situation where they are encouraged to have a dialogue with one another. Let them sit in a circle where they see each other's faces so that speaking and listening can both be helped by the use of their eyes.

6. Adults are interested and learn quickly about those things that are relevant to their lives. So the animator needs to create a situation in which they can share in the planning, choose the topics and participate in regular evaluation of what they are doing.

7. Adults have a sense of personal dignity. They must be treated with respect at all times and never feel humiliated or laughed at before others.

8. As adults grow older, their memories may get weaker but their powers of observation and reasoning often grow stronger.

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

General Characteristics of Adult Learners As Compared To Children

<i>CHILDHOOD</i>	<i>ADULTHOOD</i>
<i>Children depend upon adults for material support, psychological support, and life management. They are other-directed.</i>	<i>Adults depend upon themselves for material support and life management. Although they must still meet many psychological needs through others, they are largely self-directed.</i>
<i>Children perceive one of their major roles in life to be that of learner.</i>	<i>Adults perceive themselves to be doers; using previous learning to achieve success as workers, parents, etc.</i>
<i>Children, to a large degree, learn what they are told to learn.</i>	<i>Adults learn best when they perceive the outcomes of the learning process as valuable-contributing to their own development, work success, etc.</i>
<i>Children view the established learning content as important because adults tell them it is important.</i>	<i>Adults often have very different ideas about what is important to learn.</i>
<i>Children, as a group within educational settings, are much alike. They're approximately the same age, come from similar socioeconomic backgrounds, etc.</i>	<i>Adults are very different from each other. Adult learning groups are likely to be composed of persons of many different ages, backgrounds, education levels, etc.</i>
<i>Children actually perceive time differently than older people do. Our perception of time changes as we age--time seems to pass more quickly as we get older.</i>	<i>Adults, in addition to perceiving time itself differently than children do, also are more concerned about the effective use of time.</i>
<i>Children have a limited experience base.</i>	<i>Adults have a broad, rich experience base to which to relate new learning.</i>
<i>Children generally learn quickly.</i>	<i>Adults, for the most part, learn more slowly than children, but they learn just as well.</i>
<i>Children are open to new information and will readily adjust their views.</i>	<i>Adults are much more likely to reject or explain away new information that contradicts their beliefs.</i>

<i>Children's readiness to learn is linked to both academic development and biological development.</i>	<i>Adults' readiness to learn is more directly linked to need--needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.).</i>
<i>Children learn (at least in part) because learning will be of use in the future.</i>	<i>Adults are more concerned about the immediate applicability of learning.</i>
<i>Children are often externally motivated (by the promise of good grades, praise from teachers and parents, etc.)</i>	<i>Adults are more often internally motivated (by the potential for feelings of worth, self-esteem, achievement, etc.)</i>
<i>Children have less well-formed sets of expectations in terms of formal learning experiences. Their "filter" of past experience is smaller than that of adults.</i>	<i>Adults have well-formed expectations, which, unfortunately, are sometimes negative because they are based upon unpleasant past formal learning experiences.</i>

The above list comes from "Plan instruction for adults, Module N-4," The National Center for Research in Vocational Education. (1987) Ohio State University, Columbus, OH

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Principles of Adult Learning

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Adults as Learners

Part of being an effective facilitator involves understanding how adults learn best. Compared to children and teens, adults have special needs and requirements as learners. Despite the apparent truth, adult learning is a relatively new area of study. The field of adult learning was pioneered by Malcom Knowles. He identified the following characteristics of adult learners:

- Adults are autonomous and self-directed. They need to be free to direct themselves. Their teachers must actively involve adult participants in the learning process and serve as facilitators for them. Specifically, they must get participants' perspectives about what topics to cover and let them work on projects that reflect their interests. They should allow the participants to assume responsibility for presentations and group leadership. They have to be sure to act as facilitators, guiding participants to their own knowledge rather than supplying them with facts. Finally, they must show participants how the class will help them reach their goals (e.g., via a personal goals sheet).*
- Adults have accumulated a foundation of life experiences and knowledge that may include work-related activities, family responsibilities, and previous education. They need to connect learning to this knowledge/experience base. To help them do so, they should draw out participants' experience and knowledge which is relevant to the topic. They must relate theories and concepts to the participants and recognize the value of experience in learning.*
- Adults are goal-oriented. Upon enrolling in a course, they usually know what goal they want to attain. They, therefore, appreciate an educational program that is organized and has clearly defined elements. Facilitators must show participants how this class will help them attain their goals. This classification of goals and course objectives must be done early in the course.*
- Adults are relevancy-oriented. They must see a reason for learning something. Learning has to be applicable to their work or other responsibilities to be of value to them. Therefore, facilitators must identify objectives for adult participants before the course begins. This means, also, that theories and concepts must be related to a setting familiar to participants. This need can be fulfilled by letting participants choose projects that reflect their own interests.*
- Adults are practical, focusing on the aspects of a lesson most useful to them in their work. They may not be interested in knowledge for its own sake. Facilitators must tell participants explicitly how the lesson will be useful to them on the job.*
- As do all learners, adults need to be shown respect. Facilitators must acknowledge the wealth of experiences that adult participants bring to the classroom. These adults should be treated as equals in experience and knowledge and allowed to voice their opinions freely in class.*

Motivating the Adult Learner

Another aspect of adult learning is motivation. At least six factors serve as sources of motivation for adult learning:

- **Social relationships:** to make new friends, to meet a need for associations and friendships.
- **External expectations:** to comply with instructions from someone else; to fulfill the expectations or recommendations of someone with formal authority.
- **Social welfare:** to improve ability to serve mankind, prepare for service to the community, and improve ability to participate in community work.
- **Personal advancement:** to achieve higher status in a job, secure professional advancement, and stay abreast of competitors.
- **Escape/Stimulation:** to relieve boredom, provide a break in the routine of home or work, and provide a contrast to other exacting details of life.
- **Cognitive interest:** to learn for the sake of learning, seek knowledge for its own sake, and to satisfy an inquiring mind.

Barriers and Motivation

Unlike children and teenagers, adults have many responsibilities that they must balance against the demands of learning. Because of these responsibilities, adults have barriers against participating in learning. Some of these barriers include lack of time, money, confidence, or interest, lack of information about opportunities to learn, scheduling problems, "red tape," and problems with child care and transportation.

***Motivation factors** can also be a barrier. What motivates adult learners? Typical motivations include a requirement for competence or licensing, an expected (or realized) promotion, job enrichment, a need to maintain old skills or learn new ones, a need to adapt to job changes, or the need to learn in order to comply with company directives.*

The best way to motivate adult learners is simply to enhance their reasons for enrolling and decrease the barriers. Facilitators must learn why their learners are enrolled (the motivators); they have to discover what is keeping them from learning. Then the facilitators must plan their motivating strategies. A successful strategy includes showing adult learners the relationship between training and an expected promotion.

Learning Tips for Effective Facilitators

Educators must remember that learning occurs within each individual as a continual process throughout life. People learn at different speeds, so it is natural for them to be anxious or nervous when faced with a learning situation. Positive reinforcement by the facilitator can enhance learning, as can proper timing of the instruction.

Learning results from stimulation of the senses. In some people, one sense is used more than others to learn or recall information. Facilitators should present materials that stimulates as many senses as possible in order to increase their chances of teaching success.

There are four critical elements of learning that must be addressed to ensure that participants learn. These elements are

- 1. motivation*
- 2. reinforcement*
- 3. retention*
- 4. transference*

Motivation. *If the participant does not recognize the need for the information (or has been offended or intimidated), all of the facilitator's effort to assist the participant to learn will be in vain. The facilitator must establish rapport with participants and prepare them for learning; this provides motivation. Facilitators can motivate learners via several means:*

- **Set a feeling or tone for the lesson.** *Facilitators should try to establish a friendly, open atmosphere that shows the participants they will help them learn.*
- **Set an appropriate level of concern.** *The level of tension must be adjusted to meet the level of importance of the objective. If the material has a high level of importance, a higher level of tension/stress should be established in the class. However, people learn best under low to moderate stress; if the stress is too high, it becomes a barrier to learning.*
- **Set an appropriate level of difficulty.** *The degree of difficulty should be set high enough to challenge participants but not so high that they become frustrated by information overload. The instruction should predict and reward participation, culminating in success.*

*In addition, participants need specific knowledge of their learning results (feedback). Feedback must be specific, not general. Participants must also see a reward for learning. The reward does not necessarily have to be monetary; it can be simply a demonstration of benefits to be realized from learning the material. Finally, the participant must be **interested** in the subject. Interest is directly related to reward. Adults must see the benefit of learning in order to motivate themselves to learn the subject.*

Reinforcement. *Reinforcement is a very necessary part of the teaching/learning process; through it, facilitators encourage correct modes of behavior and performance.*

- *Positive reinforcement is normally used by facilitators who are teaching participants new skills. As the name implies, positive reinforcement is "good" and reinforces "good" (or positive) behavior.*
- *Negative reinforcement is the contingent removal of a noxious stimulus that tends to increase the behavior. The contingent presentation of a noxious stimulus that tends to decrease a behavior is called Punishment. Reinforcing a behavior will never lead to extinction of that behavior by definition. Punishment and Time Out lead to extinction of a particular behavior, but positive or negative reinforcement of that behavior never will. (To read more about negative reinforcement, you can check out [Maricopa Center for Learning & Instruction Negative Reinforcement University.](#))*

When facilitators are trying to change behaviors (old practices), they should apply both positive and negative reinforcement.

Reinforcement should be part of the teaching-learning process to ensure correct behavior. Facilitators need to use it on a frequent and regular basis early in the process to help the learners retain what they have learned. Then, they should use reinforcement only to maintain consistent, positive behavior.

Retention. *Learners must retain information from classes in order to benefit from the learning. The facilitators' jobs are not finished until they have assisted the learner in retaining the information. In order for participants to retain the information taught, they must see a meaning or purpose for that information. They must also understand and be able to interpret and apply the information. This understanding includes their ability to assign the correct degree of importance to the material.*

The amount of retention will be directly affected by the degree of original learning. Simply stated, if the participants did not learn the material well initially, they will not retain it well either.

Retention by the participants is directly affected by their amount of practice during the learning. Facilitators should emphasize retention and application. After the learners demonstrate correct (desired) performance, they should be urged to practice to maintain the desired performance. Distributed practice is similar in effect to intermittent reinforcement.

Transference. *Transfer of learning is the result of training -- it is the ability to use the information taught in the course but in a new setting. As with reinforcement, there are two types of transfer: positive and negative.*

- *Positive transference, like positive reinforcement, occurs when the participants use the behavior taught in the course.*
- *Negative transference, again like negative reinforcement, occurs when the participants do not do what they are told not to do. This results in a positive (desired) outcome.*

Transference is most likely to occur in the following situations:

- *Association -- participants can associate the new information with something that they already know.*
- *Similarity -- the information is similar to material that participants already know; that is, it revisits a logical framework or pattern.*
- *Degree of original learning -- participant's degree of original learning was high.*
- *Critical attribute element -- the information learned contains elements that are extremely beneficial (critical) on the job.*

Although adult learning is relatively new as field of study, it is just as substantial as traditional education and carries and potential for greater success. Of course, the heightened success requires a greater responsibility on the part of the teacher. Additionally, the learners come to the course with precisely defined expectations. Unfortunately, there are barriers to their learning. The best motivators for adult learners are interest and selfish benefit. If they can be shown that the course benefits them pragmatically, they will perform better, and the benefits will be longer lasting.

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Methodology for Facilitation

Small Groups:

The majority of people find it difficult to speak in a big group of strangers. Also there is usually not enough time for everyone to speak in a big group therefore if everyone is to participate, small groups are essential. The size of the group is usually determined by what the facilitator wants to achieve.

Pairs are used for:

- *Interviews*
- *Intimate sharing*
- *Practicing some skills (e.g. listening or feedback)*
- *A quick buzz with one's neighbor to stir a passive, sleepy group into action.*

Groups of three are very useful for:

- *Getting everyone thinking and participating actively. (one can be passive in a group of five but it is hardly possible in a group of three)*
- *Testing out an idea one is hesitant to present in the big group. If two people think it is worthwhile, one might risk saying it to the whole group.*

Groups of four, five, six and seven: *these sizes of groups add a bit more variety to sharing ideas and insights. This can be a good size for a planning team or discussion of a film or more complex situations. However, the bigger the group gets, the longer the discussion time needed and the longer it will take to make decisions.*

Guidelines for Small Group Discussion

- *Keep the learning process moving. Omit no phase, and take each phase in an appropriate sequence. Guide learners to do their own reasoning and help them apply their current information at every stage of the learning process.*
- *Probe learners' knowledge. Ask questions until learners have brought out all they know (recognize when you have reached that point), which often is more than they realize. Why? What do you mean? What does that mean? Why did you say that? How do you know that is true?*
- *Avoid expressing an opinion concerning the correctness or quality of any learner's comments or contributions. Even saying "that's a good question" may indicate that any questions not followed by that statement are "bad questions".*
- *Avoid giving learners information that they can and should obtain elsewhere.*
- *Make sure that all learners contribute to the group's discussion. Decisions should be a group process, not just the decisions by the most self-assured and outspoken members.*
- *Prevent discussions from being directed toward the group facilitator. Do whatever is necessary to get the learners to talk, discuss, and argue amongst themselves. What do you think?*
- *Keep the level of the discussion questions somewhere between boredom and hopelessly over-challenging, starting at the simplest, most widely known and progressing toward the more difficult, less widely known.*
- *Recognize potential interpersonal problems in the group and intervene, if necessary, to maintain an effective group process in which all members contribute. When the behavior of the*

group or an individual in the group begins to adversely affect the group process, the group should address their own problem.

- *Continually monitor the progress of each learner in the group. Watch and obtain assistance for any learners with learning difficulties in reasoning, comprehension, verbal expression, and information retrieval and organization.*

Role Play

In role playing, participants act out characters in a predefined "situation" dealing with controversial aspects or posing a problem. A role playing session is followed by an evaluation of the interaction and the statements made.

Role playing allows people to take risk-free positions by acting out characters in hypothetical situations. It helps participants understand the range of concerns, values, and positions held by other people. It is sometimes called game simulation, simulations, simulated discussion, simulation games, and gaming.

Role playing has these components:

- *a clearly defined and simple "situation" applicable to the problem or issue at hand;*
- *written descriptions of the "roles" (characters) for participants to play;*
- *goals to be accomplished during the session;*
- *a trained small-group leader/facilitator;*
- *sufficient time for each participant to speak;*
- *an overall time limit for the session; and*
- *an evaluation period.*

Role playing encourages active participation in confronting a situation. There is no script. Participants improvise how their characters might respond in the given situation and interact with the other characters.

Timing and Pacing

One of the most important responsibilities of the facilitator is to make the most of the energy in the group. Good timing and pace is an essential part of this. The facilitator needs to be very sensitive and watch for non verbal cues to judge whether people are ready for a change of group. Often in a big group, few people are still very interested when the majority has become bored and sleepy. The facilitator needs to check whether participants are getting a 'glazed stare' in their eyes, looking at their watches, out of the window, or at the ceiling. All these are signs it would be good to get into small buzz groups or take a short break.

The facilitator must constantly make judgments about when a discussion has gone long enough, or when the time planned should be extended because people are very much involved in something that is important to them. People remain far more interested and involved if there is variety of activity and a good balance between:

- *Work in small groups and big groups*
- *Some time for talking and some for listening*
- *Being active and also thoughtful*
- *Working quickly and then slower.*

Brainstorming

This is a technique to gather as many ideas as possible, before deciding which ones to discuss in depth. It avoids the frequent mistake of spending too much time discussing the first suggestion offered so that not enough time is left to discuss other and perhaps better suggestions.

It is necessary to give people a little time in groups of two or three to bring their ideas to the top of their minds first. The brainstorming should be done quickly. Comments and discussions on individual points should not be allowed until all suggestions have been collected. Brainstorming is only a starting technique.

Use of Flipchart or Chalkboard

Recording on flipchart or chalkboard is another skill and is not as easy as it looks. It is most helpful:

- *During brainstorming when one needs a list of the main issues*
- *Agenda for a meeting*
- *Main insights from an exercise (e.g. difficulties in listening)*

When people see their suggestions written down, they get a sense that their contributions are taken seriously and that fosters a spirit of trust.

As the writer has his/her back to the group most of the time, one needs two people, one to draw the ideas out of the group and the other to write. When using a flipchart one should:

- *Try to summarize each contribution in a few words*
- *Use where possible, key words of the participants so that they recognize their contributions,*
- *Avoid slowing up the process, by constantly checking what to write.*

A visual record is important to keep ideas and goals clear. But too much flipchart can be a distraction.

Introductions

Most of us are a little unsure of ourselves, especially in a group of strangers. People need help in a new group to know others quickly so that they are no longer strangers. Left to themselves, most people will stick to the group they already know.

Introductions, with a definite structure, are more helpful. People often need both an overview of the group as a whole i.e. an opportunity to see what kind of people are attending the training, and an opportunity to start getting to know new people on a more personal level.

Title of Session: **Fishbowl Demonstration of Facilitation Skills**

Duration: 45 minutes

Objective: To help participants differentiate between facilitation and teaching

Outcome: Participants differentiate between facilitation and teaching

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture, demonstrations

Activities:

STEP 1:

Ask the participants to recap or summarize how a facilitator instructs and how a teacher instructs

STEP 2:

Let the trainers demonstrate a role play from the curriculum. Create a fishbowl with about 10 persons acting as learners in the front of the room.

Choose trainers who are particularly dynamic or skilled at modeling facilitation for youth and adults. Use the Master Trainers as resource persons, either to teach, to facilitate or as a learners who demonstrate through their behavior how they react differently to different types of teaching .

Get teachers to also serve as “learners” in the role play

Have the instructions for the role plays and the role you want each person to play written out beforehand

You may use any model that wish. Here is a sample lesson from the work readiness curriculum.

Lesson 38: Communicating in a Formal Employment Environment

Step 1: 30 minutes

Read the short story below to the learners.



Sonie works in a large cook shop that is very popular at lunch time. On Tuesday they sold cassava and fufu at lunch. At 3 o'clock the final customer came to the shop to get food, but the food ran out. Sonie tells the customer that there is no more food left and the customer gets angry. The customer starts to shout at Sonie. Sonie becomes angry at the situation and does not like this customer yelling at her because she knows it is not her fault that the food ran out. Sonie tells the customer

that if they had come earlier in the day there might be food left. The customer does not listen and continues to embarrass Sonie and yell at her. This angers Sonie even more and Sonie yells back at the customer and tells him to leave the cook shop and not ever come back.

Ask the learners to get into small groups and talk about the story. Ask the learners the following questions to discuss in their small groups. Did Sonie handle the situation the right way? Why did Sonie yell? Has a similar situation ever happened to you? What could Sonie have done differently? Is this the proper way for Sonie to behave in the workplace?

Step 2: 15 minutes

Ask the learners to share some of their discussions with the group. Explain to the learners that there is a certain way everyone should behave in the work environment if you are a supervisor “boss man” of “boss lady” or you are an employee. You must always respect those around you, respect customers, and learn what are appropriate behaviors and what are not.

Ask the learners to give examples of appropriate communication behaviors in the workplace. Write the list on the chalk board.

Possibly answers include: Praising good work, asking the needs of the customer, speaking clearly so you are heard, smiling, speaking with respect, asking questions when you are not clear.

Ask the learners to give examples of inappropriate communication behaviors in the workplace. Possible answers include shouting like in the story of Sonie, ignoring someone, talking bad to someone, ordering others around.

Evaluation: 5 minutes

Ask the learners to get into small groups and identify three reasons to communicate effectively in the workplace.

Ask the learners to gather in a large group at the end of class. Call on two volunteers to do a short role play on an appropriate workplace behavior. (examples –smiling, being kind to customers) Ask another two volunteers to do a short role play on an inappropriate behavior. (examples – shouting at a co-worker, talking down to a supervisor, ignoring a customer)

Follow up: (To be completed as an extra assignment if time is available at the end of a session or as a homework assignment)

Have the learners get into small groups and come with a “Best behaviors in the workplace” list from the class lesson. Ask the learners to identify three of the most important workplace behaviors that are important to them.)

STEP 3:

Ask participants to reflect on how the lesson was different from formal school teaching. What do they think they learned better or worse?

Title of Session: **Lesson Planning**

Duration: 1 hour

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts, lesson planning book to be handed out in advance

Method: small groups, individually

Activities:

Step 1:

Explain the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Pass out lesson plan books each according to whether the teacher is ALP or NFE.

Ask each teacher to review the components of the lesson plan.

Provide clarity on the definition and terms used in the lesson plan.

Step 3: Let them know they will make more lessons in their content area session. Give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Emphasize the importance of planning ahead for lessons and for recording one's notes of what happened on the lesson plan.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

NONFORMAL EDUCATION LESSON PLAN

Facilitator: _____ Date _____

Level: _____ Content Area _____ Duration _____

Module: _____ Lesson Title: _____

Lesson Objectives: _____

Teaching Aids

Teaching Methods

--	--

Learning Points/Key Messages

--

Presentation & Procedures (Classroom Activities

Initiating Activities/Introduction: _____

Developmental Activities (Main Activities): _____

Summary/Conclusion: _____

Evaluation

Follow Up Activities: _____

ACCELERATED LEARNING CYCLE LESSON PLANNING SHEET

Subject: _____ Level: _____
Topic: _____ Period: _____
Lesson: _____ Duration: _____
Date: _____

At the end of this lesson, students will correctly:

- 1.
- 2.
- 3.

Lesson Points:

- 1.
- 2.
- 3.
- 4.
- 5.

Outcomes:

- 1.
- 2.

Learning Materials:

- 1.
- 2.

Procedure:

1. pre-stage(Create the supportive learning environment)

2. Stage on (connect the Learning):
3. Stage Two(Draw the Big Picture):
4. Stage Three(Describe the Outcomes):
5. Stage Four(Provide a Range of Inputs):
6. Stage Five(Provide Activity):
7. Stage Six (Demonstrate):
8. Stage Seven(Review for Recall and Retention):

Title of Session: **Service Learning**

Duration: 1 hour

Objective: to acquaint participants with the concept of service learning and how it is to be carried out in this curriculum.

Outcome: Participants develop a clear understanding of the service learning concept as a foundation for designing other service learning activities in the content area sessions.

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1: Provide a clear background on service learning

What is Service-Learning?

Service learning is a process whereby learners learn and develop through active participation in organized service experiences that actually meet community needs. Service learning provides students opportunities to use their acquired skills and knowledge in real life situations in their communities; this enhances teaching by extending student learning into the community and helps foster a sense of caring for others (Burns, 1998).

Characteristics of Service-Learning

There are several characteristics which make service-learning a unique way to learn, serve, and teach. Service-learning holds: up a mirror for us to see ourselves, a microscope for us to examine our society, and binoculars for us to see what lies ahead.

- Community service serves as the medium for the achievement of specific academic goals and objectives.
- It provides prearranged time for learners to reflect on their service and learning experiences in small and large groups and individual work.
- It fosters the development of those "intangibles"- empathy, personal values, beliefs, awareness, self-esteem, self-confidence, social-responsibility, and helps to foster a sense of caring for others.
- It is based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.

Service Learning is a teaching and learning philosophy that embraces young people as citizens and community resources. It also provides for critical thinking and problem-solving, and is a community development model that links students, parents, teachers, and community.

Service Learning is not the act of sending individuals out to different organizations for a period of work but rather an activity that begins in the classroom and then moves as a class out into the community. For example, while studying environmental issues, the class can together plan and carry out a clean-up activity, or in studying a health topic, the class can plan a sensitization program to raise community awareness of proper preventive health measures.

Service- without being linked to the classroom- is pure community service.

Learning –without being linked to community service is classroom learning.

Service Learning combines both components- not one without the other

Service Learning has seven key components, and they are:

- Student ownership
- Genuine Community Need
- Linking classroom to community service
- Reflection
- Partnerships and collaboration
- Project planning, implementation, and evaluation.

Implementing Service Learning in the Curriculum

Service Learning activities will be in the form of mini projects which the facilitators will plan along with the learners. These projects will be drawn directly from related subject areas in the curriculum or the learning to be derived from the project will relate to the subject areas.

The Service Learning curriculum will be implemented at specific periods in between lessons which will be directly related to the Service Learning activities particularly at the end of modules. Instead of an activity in the community for a few minutes or hours, which will not be adequate to act and reflect, the service learning curriculum will advance an approach that will take a day or more.

Service Learning has a guide that is quite separate from the modules. At the specific periods when service learning activities need to take place, the facilitator will refer to the guide for assistance in planning the project. The guide shows the steps in selecting a project and setting objectives as well as the procedure to lead reflection on the activities.

Thus the focus of service learning is on the curriculum. For the nonformal education curriculum, rather than acting as a stand alone activity, the approach is to interweave it into each of the various content areas.

In the nonformal education curriculum, service learning follows the general themes of the life skills content area, reinforcing that it cuts across all content areas, though it originates in life skills.

Planning Service Learning Projects

When planning community service learning project, have these questions in mind:

- Will learners be excited about the project? Have you built in a "fun" or social component?
- Does the project offer opportunities for learners' leadership development, real learning, sharing, and friendship?
- Have you set aside time for orientation, reflection, and evaluation?
- Will the service be challenging, meaningful, valuable, and necessary?
- Is there enough work for everyone to do? Is the formula balanced?

- Is it "Do-Able?"- Is the project within the resources (time, people, money, and expertise)?
- Will it conflict with any other groups or events in the school or community? Any possible opposition?
- Is there a potential to build coalitions with other community groups?
- Do we have a clear entrance and exit strategy, understand the learners' roles and responsibilities? Do we need a short orientation before the project?

A service learning project should involve all school actors (ALP or NFE teachers, principals, community members, volunteers, learners)

A service learning activity should be coordinated between two teachers, rather than only being associated with one class.

A service learning activity should be conducted twice per semester, therefore two activities between September 2010 and January 2011.

STEP 2:

Walk through 1-2 practical examples of service learning, drawing on examples of staff or educators in the audience who have carried out service learning activities.

Reinforcing that it cuts across all content areas, though it originates in life skills

Prepare teachers be able to take the conception of service learning into action plans through their lesson planning through out the week.

STEP 3:

Stress the importance of clarifying service learning and answer any unanswered questions.

Title of Session: **Introduction to the Content Area Group**

In order to create an atmosphere of trust and mutual learning, it is often important for participants as well as facilitators to get to know one another. An introduction exercise that is lively and fun at the same time can do the trick of bringing people out of their shells. This is especially important when participants do not know each other or have not worked together before.

Objective: To know other participants by name.

Outcome: Participants know each other by name

Duration: 15 – 25 minutes depending on the size of the group

Method: Sharing

Materials: Name tags

Preparation Task:

- Get name tags and markers for participants
- clarify for the new nonformal education teachers whether they are Life/Work or Literacy /Numeracy teachers. You should do this before the training begins to minimize confusion on the day when they break into content sections.

Activities

Step 1:

LRC staff clarify who teaches what subject.

Accelerated Learning Language Arts and Social Studies go with M

While introductions begin,

It will be very important in advance of the training to clarify for the new nonformal education teachers whether they are Life/Work or Literacy /Numeracy teachers. You should do this before the training begins to minimize confusion on the day when they break into content sections.

Step1: The facilitator introduces the session explaining why it is important to do introductions during such meetings.

Step 2: Ask each person to call his/her name and say one fact about him or herself.

Step 3: At the end of the introductions, distribute name tags to participant to write their names on the tags and wear them.

NOTE: Participants should call their first names. This is important as it removes social barriers in communication. At the end of the exercise, it is important to conclude that knowing people goes beyond names and that the better people get to know each other the better they work together. Encourage them to make the extra effort to get to know each other beyond names.

Title of Session: **Listening Exercise: “Monologue - Dialogue”**

Listening is the first step in any process of empowerment. It gives those who have been marginalized, alienated or oppressed a new confidence that their experience, their ideas and opinions are valuable and worth listening to. Most of us are so busy thinking about our own ideas and points of view that we do not listen attentively to others, unless we think they are experts. For a spirit of trust and appreciation of one another to grow in a group, it is essential that people listen to one another.

Objective: To practice skills for effective listening
To come up with guidelines for communication during the session

Outcome: Listening Guidelines

Duration: 45 minutes

Method: Role play, group discussion

Preparation Tasks:

- Prepare for a role-play with three scenes beforehand. You can have either facilitators or participants act the role-play.
- Write out instructions for role play
- Prepare copies of the handout on ‘Nature of Listening’ for participants

Materials needed:

Activities:

Step 1: Ask volunteers (participants) or co-facilitators to perform each scene of the role play at a time while the rest of the participants watch.

Instructions for role play:

Scene one: Two persons talk to each other at the same time but on aspects of the same topic

Suggested topics

WORK READINESS- How important is the role of work (i.e. employment/job/career) in their life?

*NUMERACY-*How important is being able to work with numbers and math in order to get along in life?

LIFE SKILLS- What’s more important to get along in life?- academic skills or life skills?

*READING -*How important is the role of reading in order to get along in life?

Scene two: One person is talkative and he/she does not allow the second person to make any input.

Scene three: Two persons are seated and discussing an issue; they allow each other time and space to respond, make comments, ask questions and follow the rules of normal communication.

Step 2: After the role-play, have the group divided into small groups of 3s to discuss the following questions:

- What did you see happening in scene 1?
- What did you see happening in scene 2?
- What did you see happening in scene 3?
- Do these things happen in real life? Give Examples?

Step 3: After participants have shared their feedback in plenary, do a summary of the handout on the Nature of Listening Give out copies of the handout to participants

Step 4: Ask the participants to discuss in buzz groups the following question:

- What can we do to help make communication as good as possible in this group?

Step 4: Take participants' responses on flipchart as guidelines for communication for the duration of the training. Ask each participant to pay keen attention to the group and help remind others when they are not following the guidelines.

Title of Session: **Orientation for Principals**

Duration 45 minutes

Objectives: To help principals understand the architecture of the training and where they should go on each day

Outcome: By the end of this session, participants would have

1. Identified which principal group they belong too
2. Noted down the schedule of which content area to attend each day.

Materials Needed:

- Hand out on the principal schedule
- Flipchart and markers

Activities:

STEP 1: Explain how principals will have a two part participation in the program.

In order for principals to obtain an overall understanding of each area of the curriculum, during content days (Days 2-7), these principals attend one day each area of content training in each of the 6 core content areas to be covered (literacy, numeracy, reading, math, life skills and work readiness). This will help them become familiarized with the content and observing different teachers.

On Day 8, they will attend a day specifically geared to give them skills to monitor and support teachers and administration of school activities.

On Day 9, they will come together in a larger group and learn about issues related to successful implementation

STEP 2:

Principals (approximately 60 or so in each county) should be divided into four groups of equal numbers, combining both ALP and NFE Principals.

Group principals and then explain the schedule ensuring that each group writes down or gets a copy of the schedule.

PRINCIPAL SCHEDULE

Group 1 Principals

Group 2 Principals

Group 3 Principals

Group 4 Principals

Day 2- Group 1 Principals join *Numeracy*

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 2- Group 2 Principals join *Life Skills*

(SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS)

Day 2- Group 3 Principals join *Reading*

(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

Day 2- Group 4 Principals join *Work Readiness*

(SECTION D: ALP TEACHER- MATH AND WORK)

Day 3- Group 1 Principals join *Life Skills*

(SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS)

Day 3- Group 2 Principals join *Reading*

(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

Day 3- Group 3 Principals join *Work Readiness*

(SECTION D: ALP TEACHER- MATH AND WORK)

Day 3- Group 4 Principals join *Numeracy*

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 4- Group 1 Principals join *Reading*

(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

Day 4- Group 2 Principals join *Numeracy*

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 4- Group 3 Principals join *Numeracy*

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 4- Group 4 Principals join *Reading*

(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

Day 5- Group 1 Principals join *Literacy*

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 5- Group 2 Principals join *Work Readiness*

(SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS)

Day 5- Group 3 Principals join *Life Skills*

(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

Day 5- Group 4 Principals join *Math*

(SECTION D: ALP TEACHER- MATH AND WORK)

Day 6- Group 1 Principals join *Work Readiness*

(SECTION B NFE FACILITATORS – LIFE AND WORK SKILLS)

Day 6- Group 2 Principals join *Literacy*

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 6- Group 3 Principals join Math

(SECTION D: ALP TEACHER- MATH AND WORK)

Day 6- Group 4 Principals join Literacy

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 7- Group 1 Principals join Math

(SECTION D: ALP TEACHER- MATH AND WORK)

Day 7- Group 2 Principals join Math

(SECTION D: ALP TEACHER- MATH AND WORK)

Day 7- Group 3 Principals join Literacy

(SECTION A: NFE FACILITATORS- LITERACY AND NUMERACY)

Day 7- Group 4 Principals join Life Skills

(SECTION C-ALP TEACHER- LANGUAGE AND LIFE SKILLS)

NUMERACY

Title of Session: **Review of the NFE Numeracy Curriculum**

Duration 1 hour 30 minutes

Objectives: To familiarize the teachers to the component of the numeracy instructional materials

Outcome: By the end of this session, participants would have

3. Described the major components of the NFE Numeracy manual
4. Found out from the manual the core element of the numeracy manual
5. Explained the statement “content standard”
6. Explain the importance of the competency and state its purpose

Materials Needed:

- The Numeracy Manual (enough for each participants)
- Poster sheet
- News prints
- Markers

Activities:

Pre-Activity: there are quite of things that can be done here. It could be an energizer, a experience sharing, a story or an interesting event. Suggestion: One funny story about what happened in a person’s life when a person did not have a good grasp of numbers and numeracy (what every you do here, it must contribute to the session. It must have a purpose it must help the session)

STEP 1 Introduction the secession or give an overview of the session. Let them know what is expected, what are the activities they will be engage in, and also state the expectation of the session

STEP 2: Group participants in groups of 4 to 8 forming a maximum of 4 to 5 groups and give each group the following task.

(Note that given the time frame for this activity and to give everyone the opportunity to present. let the maximum number of group be at least 5. Use any group forming method and tell participants that there are many innovative ways of forming group that support learning and we will be demonstrating them throughout this training)

Task

1. What are the major parts or component of the Numeracy manual?
2. What is meant by the content area standard?
3. How many modules do you find in the Numeracy manual?
4. How many module does the level I manual content?
5. What are competencies and what is the importance of it in the numeracy manual?

STEP 3: Group presentation: ask each group to present and then solicit view from other participants (you can also pose question to the group as they presents. Note the misconceptions as well as new idea that are good for clarity and reinforcement at the end of the session.)

STEP 4: Summarize and conclude the session by clarifying misconception, providing new information and reinforcing new and good ideal

Title of Session: **Distinguishing Numeracy & Mathematics**

Duration: 1 hour

Goal: to provide clarity to teaching in handling their numeracy sessions

Objectives:

By the end of this session, participants would have

1. Reviewed the meaning of Numeracy
2. Differentiated between Numeracy and Mathematics
3. Reviewed the content outline and standard of the content area of the numeracy level I

Materials:

- NFE Numeracy curriculum
- Posters sheets
- Markers
- Resource notes on Numeracy

Activities:

STEP 1: Explain to participants (NFE Teachers) that there are different views when we talk about the word “numeracy” or say a person is numerate. This session seeks to provide that clarity. And so, during this session, we will be review the definition of numeracy and also look at numeracy and math. Are they one and the same? Can they be use interchangeable or no. “We want to get you view on the topic under discussion!”

STEP 2: Seeking for information through interview:

Ask each participant to ask another participant about their understanding of what numeracy. They should write the respondent answer and then they move to fine another person and also interview then.

Ask about 4 to 5 participants (randomly selected) to tell what they got from their interview. Ask the other participants view on the 4 – 5 responses.

STEP 3: Refer them to first sheet of the manual and ask a volunteer to read the standard for the content area and then ask for explanation

Numeracy is defined as the skills and working knowledge of mathematics, as well as the development of a mathematical mind. Thus numeracy includes mathematical skills such as facility with the decimal number system, being able to read, write, compare and order numbers, as well as being able to complete basic operations with numbers.

However, numeracy is more than just possessing the skill of calculation. A mathematically developed mind is also able to recognize patterns, able to see relationships among numbers and shapes, and is able to solve problems through analysis and interpretation. It means being able to understand different ways that information is presented, such as graphs, maps, and diagrams.

Numeracy is deeply embedded in daily activities in all cultures: numeracy and the mathematical mind are involved in counting, measurement and spatial reasoning, all required in order to be able to cook a meal, to make a pattern and sew new clothes, to make purchases in the market, to construct a house, to calculate the timing of a journey, to keep track of time-sensitive events such as religious holidays and loan repayment schedules, to understanding medication dosages, and much more.

Many people develop strategies for doing all of those activities even without having received formal mathematics education. Thus it is critical that adult numeracy education content build upon the strategies the learners have developed in their lives, and that the formal mathematical content they learn be directly applicable to their lives.

STEP 4: Review their comment with the view to make clarity. Explained what numeracy is and then differentiate between numeracy and math taught in the formal school

STEP 5: Ask the participants to read the content standard in the curriculum and the section on What is Numeracy in groups of two and summarize their findings and present to the session

STEP 6: Summarize the sections clarifying the relationship between numeracy and outlying the content of Level I manual

Title of Session: **Understanding the Adult Learner**

Duration: 2 hour

Goal: to achieve clarity to teaching adults in numeracy sessions

Objectives:

By the end of this session, participants would have

1. Reviewed the manual in which adults learn
2. Demonstrated their understanding of the adult learning by differentiate the characteristics of the adult learner from
3. Do a commitment card showing their preparedness and commitment to nonformal education
4. State why it is important to have a clear understanding of the adult learner

Materials:

- NFE Numeracy curriculum
- Posters sheets
- Markers
- Resource notes and handout on understanding the adult learner
- Commitment card

Activities:

STEP 1: Introduce the session by asking the following questions, true or false

Q1: Adult cannot learn everything. That is there is something that older people cannot learn (T or F)

Q2: The older an adult difficult it becomes for the brain to develop new neural pathways for learning new information. (T or F)

Q2: The older and adult becomes the stronger his/her observational skills (T or F)

Answers: 1. F; 2. T; 3. T

STEP 2: Understanding the Adult learners

Divide the group in two (2's) and Provide each participant copy of sheet "Understanding the Adult Learner". Ask each member of the group to take term reading a paragraph; paraphrasing it and explaining the paragraphs read to the other.

STEP 3: Pose questions to the participants soliciting their understanding on the adult learners. Provide inputs on every point and give examples where necessary. (ie. A case discussed in the training was a lady who went to literacy class because she wanted to read because her husband girlfriends sent mails to him that she could not read. So when she could read that was school for her)

STEP 4: LEARNING Preference

Ask the participants to state if their ever noticed when they were students in school, a friends who would preference were to see an answer before understanding what was said? Or while it is difficult to learn to drive, sew or play a game if you never try it.

Tell them that “there are things that we cannot learn until we do them. Also tell them that we all have different ways we learn.

- I. Some learn better by listening
- II. Others by seeing with their own eye. Imagining describing something you have not seen?
- III. A lot of us learn by doing.

That is so say, the best way is for our learners to do and we facilitate them in doing so. And even better, we should make sure they learn by listening, seeing and more and more doing, practice, practice, and practice. Do less talking

STEP 5: Ask the participants to say how they will teach a person a lesson that will involve hearing, seeing and doing,

Next ask the group for inputs

STEP 6: Summarize the activity, and close the session

Title of Session: **Facilitation Basics**

Duration: 1 hour

Objectives: to effectively adopt facilitation skills to manage and handle an NFE numeracy class

Outcomes: By the end of this session, participants would have

1. Demonstrated facilitation skill and techniques.
2. Differentiated facilitating from teaching
3. Familiarized themselves with basic facilitation methods

Materials

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- NFE curriculum

Activities:

STEP 1 Create a conducive learning environment (or Ice Breaker)

STEP 2 Group discussion/task and presentation (You can form 4 – 5 groups using four practical way of group formation)

- a. Group 1: Discuss and differentiate between facilitation and Teaching
- b. Group 2: Do a role play demonstrate a practical teaching approached
- c. Group 3: Do a role play demonstrating a facilitating session
- d. Group 4: Can a class room be void of teaching? Only facilitation? give reason and examples to support your answer

STEP 3. Provide feedback on the activity and provide more inputs on facilitation basics (give a short presentation of facilitation basics

STEP 4. Change the group formation and give each group two (2) methods to discuss and present to the larger group. They should give a 1 minute practical demonstration of the method(you could even ask for no verbal presentation.

Provide inputs on facilitation methodology to the group

STEP 5: Do a presentation on how the adult learn

- Begin by asking the following questions
 - Adults learn by building these assemblies and sequences. (Tor F)
 - Adults can learn from everything the mind perceives (at any age).
- Discuss adult learning psychology
- General characteristics of Adult Learners(comparing that with childhood)
(reference the handouts provided in regards to the Day 1 session on ROLE OF FACILITATOR VS. TEACHER)

STEP 6: Solicit from the participants a list of methodology suitable to the adult learners.
Arranging them as student center or teacher center

STEP 7: Recap the lesson using and facilitation approached. Then summarize

Title of Session: **Instructional Methods to be Used When Facilitating**

Duration: 1 Hour 30 Minutes

Goal: learn how to apply facilitation methods within the numeracy curriculum

Outcome:

By the end of this session, participants would have:

- Identified facilitation skill and techniques in lesson of the numeracy manual
- Listed additional skills not listed in the manual
- Shared participatory methods not listed in the manual
- Shown when these method are useful and can or should be used

Materials

- Handout for Master trainers on facilitation skills
- Poster sheets
- Poster task sheet 1
- NFE curriculum
- Handouts on participatory methods

Activities:

STEP 1: Connect the learners with the topic on facilitation basic (ask one participants to give a 2 minutes presentation on participation.

Provide inputs make clarity and introduce the session. (This session had to do with reviewing or taking a look as some facilitation methods and describe it uses and appropriateness in facilitating a lesson.)

STEP 2: Group activity 5 Minutes

Divide the groups in 4s and ask each group to review all lessons in module and list all the methods seen in the lessons. Let them write it on a sheet of paper and then you collect it. (No one should write their name on the paper)

Write the words on the chalkboard or flip chart board

Methods approached/strategies teaching aids resource materials others

As you call each methods on the sheet presented you, ask participants to state to which these words on the chalkboard or chart board is the appropriate place to put it.(at this point they should not give reason just state where it should go. Several answer may be given but put it to under the right place. And then call the next methods. If a method appears more than once, do not repeat in. go to the next method).

STEP 3: Next ask participants if they have problem with the placement of any method. Next clarify while it is place there. Explain the differences and relationship among the word on the board

STEP 4: ask them to turn to curriculum to the listing of methods (found in literacy and life skills manuals as well as on the following resources page). Next with the participants to name method that they are not familiar with. After the listing ask a volunteer would have use any of the method listed and state its usefulness

After each presentation, let the group discuss it.

STEP 5: Do a presentation on the other methods stating their uses and appropriateness

STEP 6: Recap using any approach, summarize and close the session

RESOURCE: LISTING OF METHODS

The following types of active learner-centered teaching and learning methods may be found in nonformal education programs. Some of them are used in the Liberia nonformal education courses; others may be adopted by Facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: *When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.*

Small and large group discussion: *Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.*

Small group work: *Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:*

- *divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);*
- *give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;*
- *visit groups to make sure they are on the right track;*
- *manage the time well, especially when the small groups are sharing their output with the large group.*

Individual work: *Throughout the literacy and numeracy courses, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.*

Role plays: *Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to*

demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: *Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.*

Games: *Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.*

Brainstorming: *Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.*

Presentation: *Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.*

Panel discussion: *Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.*

Pictures: *Pictures can be used in different ways during a workshop. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.*

Reflection activities - individual, guided, journal writing: *Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the Facilitator, where the Facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.*

Review activities: *Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.*

Title of Session: **Applying Facilitation Methods to Numeracy**

Duration: 1 hour 30 minutes

Objectives: to review facilitation methods and apply them

Outcome: By the end of this session, participants would have

1. Identified facilitation skills and techniques in lesson of the numeracy manual
2. Listed additional skills not listed in the manual
3. Shared participatory methods not listed in the manual
4. Shown when these method are useful and can or should be used

Materials

- Handout for Master trainers on facilitation skills
- Poster sheets
- Poster task sheet 1
- NFE curriculum
- 2 Prepared posters of 10 numeracy problem (from ordering, missing numbers to division problem)

STEP: 1 Recap the presentation “More Clarity on Numeracy” using any participatory method

STEP 2: Ask each participant to turn to the Numeracy page. Ask a participant to read that page of the Introduction to the facilitator’s manual and discuss the 4 bullet points.

Numeracy is understood as the process by which people use numbers to calculate and reason to solve problems and communicate information to others in their daily lives. To use numeracy in this way, learners must be able to:

- *read and understand information given by numbers and symbols in simple graphical, numerical and written material*
- *apply math concepts and calculations to answer a question, solve a problem, make a prediction, or carry out a task that involves mathematics*
- *figure out the data to be used in solving problems, making predictions, drawing conclusions, answer a question or carry out a task that has a mathematical dimension; and determine the degree of precision required by the problem.*
- *solve the problem and verify that the results are reasonable.*
- *communicate the results using a mathematical representation, such as graphs, charts, tables, and grids*

STEP 3: turn to page 1 and then explain the numeracy content in table 1 column 1 level I

- Do a presentation
 - on number sense
 - place value
 - place value
 - ordering and paring of numbers
 - greater then and less
 - symbols and quantity
 - date and time telling
 - operations
 - addition and subtraction
 - multiplication & division symbols
 - fractions
 - shapes

Note this lesson can be presented in 4 to five sessions

STEP 4: Do a game; select a team of 5(use and grouping, i.e by color, gender, position, etc)
Using any of the game taught doing the training; see with of the two groups will be the first to complete the 10 questions .

STEP 5 Assignment:

Divide the group in 2s and give each a lesson from the numeracy manual to prepare and present during the micro teaching session

STEP 6: summarize this session

Title of Session: **Numeracy Content Review**

Duration: 2 hours

Objectives: to review all content in the numeracy curriculum and become familiar with it

Outcomes:

By the end of this session, participants would have

1. Reviewed the meaning of numeracy
2. Familiarize themselves with the content areas of the numeracy curriculum
3. Reviewed the strands of the numeracy curriculum and discussed the application of these into level II manual

Materials

- Poster sheets
- Poster task sheet 1
- NFE curriculum
- 2 Prepared posters of 10 numeracy problem (from ordering, missing numbers to division problem)

STEP 1 Recap the presentation “More clarity on Numeracy” using any participatory method

STEP 2: Ask each participant to turn to page 11. Ask a participant to read that page and discuss the 4 bullet points.

STEP 3: turn to page 1 and then explain the numeracy content in table 1 column 1 level I

STEP 4: Do a presentation

- on number sense
 - place value
 - place value
 - ordering and paring of numbers
 - greater then and less
 - symbols and quantity
- date and time telling
- operations
 - addition and subtraction
 - multiplication & division symbols
 - fractions
- shapes

Note this lesson could be presented in 2 to 3 sessions

Step 5: Do a game; select a team of 5 (use any grouping approach, i.e. by color, gender, position, etc)

Using any of the game taught during the training; see which of the two groups will be the first to complete the 10 questions.

STEP 6: Assignment:

Divide the group in 2s and give each a lesson from the numeracy manual to prepare and present during the micro teaching session

STEP 7: summarize and the session

Title of Session: **Construction of Instructional Teaching Aids**

Duration: 1 hour 30 minutes

Goal: to learn how to create appropriate instructional materials for the numeracy curriculum.

Outcomes:

By the end of this session, participants would have

- Identified instructional material listed in lessons of the numeracy manual
- Constructed instructional materials listed in the manual
- Enjoyed making their own instructional material

Materials

- Poster sheets
- Poster task sheet 1
- NFE curriculum
- Scissors
- Tacks

STEP 1: Connect the learners with the topic on facilitation basics (ask any participant to give a 2 minutes on the meaning of instructional aids and its purpose in the teaching learning process.

After the presentation solicits views from the participants on instructional not commenting on the above mentioned participant.

Provide inputs make clarity and introduce the session. (This session had to do with making our own instructional material. For some it may be difficult but with understanding and practice, you will master the skills and then realize that it is so simple.)

Do a presentation on instructional aids & instructional materials

What are instructional materials?

- Instructional materials are items that are used to aid in the transference of learning information from one to another. Teachers may use instructional materials to aid in the teaching of subject matter for a class.
- Instructional materials could include:
 - Audio/Visual aids
 - Books
 - Articles for the classroom
 - Materials for project development
 - The locally developed materials discussed in the next session

STEP 2: Group activity 5 Minutes

Divide the groups in 3's and ask each group to review all lessons in Module and list all the Instruction aids seen in the lessons. Let them write it on a sheet of paper and then you collect it.

STEP 3 Group Work 15 minutes

Next assigned each group 3 lesson and ask them to construct the teaching aid in each lesson. Choose a session of the class for display of their materials

(While they are working in their groups, review the sheet of instructional method given you to provide the right inputs and clarity)

At the end of the development of their material, ask them to put their material on display.

Next ask the following question

1. How do they feel about the activity(developing the lesson)
2. What was the most difficult one to make
3. Can they produce these materials using local materials? Discuss.
4. Which is easy. Teaching you how to do it or asking you to just try and see what you can do

STEP 4: Do a presentation on instructional material and its preparation.(note to make clarity misconception observed from the list given you.). Question and answer for few minutes

STEP 5: summarize, recap and close

Title of Session: **Preparing for Numeracy Lesson Planning**

Duration: 1 hour

Objective: To adopt a more participatory approach using the numeracy manual

Outcomes:

By the end of this session, participants would have

1. Reviewed the lesson in the Numeracy manual
2. Demonstrated their ability in planning from the Numeracy curriculum
3. Adopted more participatory methods to their lesson plan

Materials

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- NFE curriculum
- NFE lesson planning format

Activities:

STEP 1: Introduce the session by telling a story of the importance on the importance of planning and the need to do so

STEP 2: Ask the participants on how they felt on that day(s) that they had to teach a class or present a lecture or speak to a group when he/she were not prepared

Discuss their responses and then let provide inputs on the importance of planning a lesson clarifying that although there are many forms of lesson planning and many approaches in planning, we will spend some time planning from the numeracy manual.

STEP 3: ask the teacher to turn to lesson one “ Intro to the class. The symbols for 0 – 9. Let them read through the lesson noting down the following

1. What is the lesson intended to teach?
 - a. For students to be able to **count** from 0 to 9
 - b. For students to be able to **recognized** of 0 to 9
2. What are the activities that must you done in this lesson
 - a. Eg. Drawing of picture representing numbers and people
 - b. Use of objects i.e. stones
3. What new word started in the lesson that meant for teacher only? Students?
4. What are the supportive lesson aids/teaching aids that are listed in this lesson?
5. What other local teaching aid could you suggest that can be used in this lesson?

STEP 4: discuss their answer and provide inputs and clarity

STEP 5: Divide the participants into groups of 3 and ask them to prepare a lesson plan using the lesson plan format

STEP 6: Select 2 groups to present and then have the other groups provide inputs beginning with what impress them about the group presentation follow with what need to be improved upon. Next take one of the lessons presented and provides inputs by also beginning with their best points and then clarifying sessions of the plan that needs clarification.

STEP 7: ASSIGNMENT:

Ask the participants (all including those that did not present) to redo their lessons and submit to you for clarification and inputs. Correct the work and return their individual work.

STEP 8: Summarize and close the session.

Title of Session: **Numeracy Lesson Planning**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Numeracy lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 1.5 hours

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture)

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Ensure that teachers develop lessons plans, several from each from Module

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Assign homework that participants design lesson plan for other lessons that evening.

Title of Session: **Numeracy Content Micro-teaching**

Duration: 2.5 hours

Objectives: to practice the techniques of teach numeracy

Outcomes:

By the end of this session, participants would have

1. prepared and presented a lesson from the numeracy manual
2. Familiarized themselves with lesson presentation in an typical NFE class

Materials

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- NFE curriculum

Activities:

STEP 1 inform the teacher that this session is only intended to help them improve their skills and is in no way intended to discredit them and as such they should be open to feedback from their fellow friends

STEP 2: Call each group base on the lesson progression to present their lesson. (15 minutes each)
Tell the participates that they will all be involve in provided feedback after each session an this will be the procedure

STEP 3: after each presentation the presentation will be asked the following question

1. What did he/she do best
2. What would you want to change if you were given a 2nd change

STEP 4. Ask the fellow participants to tell what impress them about the presentation or micro teaching. Then after all have given positive feedback as then for comments and inputs

STEP 5: Ask them to score the presentation under the following category

Area	Grades
Presentation quality	1 2 3 4
Facilitation skills	1 2 3 4
Participatory	1 2 3 4
Content clarity	1 2 3 4
Content accuracy	1 2 3 4
Clarity of	

lesson aid	
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STEP 6: After the scoring from the participants, provide the following input

1. Provides feedback on what went very well and then what need to be improved upon
2. Review the content of the lesson and provide when possible addition techniques or approach to teaching the content
3. Make then aware of common mistake (where possible) that teachers make in teaching that content

STEP 7: Ask the next present to come and demonstrate their lesson

Title of Session: **Micro Teaching: Numeracy Module A**

Duration: 4.5 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on numeracy Module A

Outcome: Trainers will have experienced a real facilitation of a lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module A. Let each teacher choose a specific lesson and develop a lesson plan, drawing on their earlier lesson plan.

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Micro Teaching: Numeracy Module B**

Duration: 2 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on numeracy Module B

Outcome: Trainers will have experienced a real facilitation of a lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module B. Let each teacher choose a specific lesson and develop a lesson plan, drawing on their earlier lesson plan session.

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Learner Assessment**

Duration: 1.5 hour
Objective: To get familiarize participants with assessment in numeracy
Outcome: Participants feedback
Method: personal reflection, buzz group, lecture
Materials: flipchart, markers, chalkboard and chalk, numeracy manual
Preparation Tasks:

Activities:

STEP 1:

What is assessment, and what does it tell us?

Assessment means evaluation, test, quiz, exam, etc.

Why is assessment important? What do we learn from assessment of learners?

→Discuss this point

Talking points: Assessment is needed so we can see if the learners are learning, WHAT they are learning, if the instruction is effective, if the pace of the class is good – and many other things.

- Assessment gives information that should be USED, not just a grade written down and forgotten. It should make the teacher think and reflect on his or her class, how she teaches, how she can improve or what she is doing well.

Very important: If Learners do not do well on assessment , it DOES NOT mean the Learners are not smart! There are many reasons people do not do well on tests.

→Discuss: What are some reasons that people sometimes don't do well on tests?

Talking points: Some reasons for poor scores on assessment:

- Learners could not learn well because of the quality of instruction. Instruction was not clear, or went too fast, or was not at the correct level.
- Classes didn't meet regularly, so Learners forgot.
- Learners didn't learn well because the atmosphere of the class was too harsh.
- Learners didn't practice what they learned – learner effort was weak, or learners missed classes and missed instruction time.
- Tests make people nervous and Learners may forget what they know when they feel pressure.

IF Learners do not do well on assessment, YOU must think about what might have caused it. You can't just blame the Learners. You must also take responsibility for the class and see how you can improve and support their learning.

→Discuss: If your class didn't do well on their assessment, what are some things you might try to change?

STEP 2. Types of Assessment

There are two types of assessment we'll talk about:

Formative Assessment and Summative Assessment

· Formative Assessment

Formative assessment comes from the word 'form', and this is when we assess during instruction to see how well the learners are learning the new material. From this we can decide if everything is ok, or if the learners need more time, or more review, or more practice.

In this program, formative assessment has to be done by you (Facilitators) during the sessions. The Opener activities are a great way, because they are often short activities that review from earlier lessons. If you see that learners are having trouble with the Opener activity, you can stop, review, and make sure everyone understands.

You can also do formative assessment during the Practice at the end of the sessions, by walking around and seeing the learners' work. If you see errors, or they are confused, this is a sign that you need to again review, and do more examples with them.

You can also sometimes make up a math problem to write on the board and ask everyone to solve it, like a small quiz. When you check their work, this is also formative assessment.

· Summative Assessment

Summative assessment comes from the word 'summary', so it is assessment done at the end of the program to see how well the learners learned everything. It is like a full exam. There is one at the end of Module A, and the end of Module B. These evaluations have questions that cover all of the topics that were taught in the Modules.

STEP 3:

→ Activity : Practice Assessing

1. Look at the summative assessments for Modules A and B: lesson 27 and lesson 54. Read them carefully, how to do the assessment and how to check the answers, and what to do with the information on how the learners performed.
2. With a partner, one person should do the Assessment for Module A (Lesson 27), while the other person does the Assessment for Module B (Lesson 54).
3. When finished, exchange papers and check each other's work.
4. If you find mistakes, try to figure out where the person made the error (for example, forgot to carry over, or didn't keep numbers lined up, etc.) Then practice how you would talk to the person about their mistakes.

STEP 4:

→Activity: With a partner, practice making up math problems for them to solve. Then use those problems for assessment. For example, make up a 2-digit multiplication problem, give it to your partner to answer, then check his/her work. What do you conclude from their work? Use it as an

assessment of their multiplication skills. Then talk about how you would deal with situations in class if learners don't assess well.

STEP 5:

5. Characteristics of Types of Errors

When you are assessing a learner's work by seeing how they solve a math problem, you must be able to find the error they made, and then decide the seriousness of the error:

- Was it a **CONCEPTUAL** error, which means they don't understand the concept such as multiplication, or borrowing, or carrying, or fractions? This kind of error is when the answer looks like the learner has no idea what they're doing, and they are completely confused.

In this case, you must do a solid review, sometimes even starting over and going very slowly from the beginning. You must show them how to solve a problem while explaining each step. Then let them solve a problem, and ask them to explain each step to you as they do it. Listen carefully to what they say and find the place where their understanding stops. This is where you must then re-explain.

Example: If someone says that 56 is greater than 87, it means they do not yet fully understand the number system. This is a conceptual error.

If someone says the number forty-seven is written as 74, it means they have confused the columns of tens and ones. This is a conceptual error.

If someone solves $47 + 28 = 615$ (instead of 75), it means they do not understand the concept of carrying over. This is a serious conceptual error.

- Or was it an **OPERATIONAL** error? This is an error where someone just adds two numbers incorrectly (for example, writing $4 + 5 = 8$), or copies a number down incorrectly, or adds instead of subtracting. In these cases, the learner knows the concept, but has just made an error that is more simple, maybe a memorization error, or an error from going too fast or not paying close attention.

These are less serious errors and they don't require heavy-duty review, but sometimes you may have to tell a learner to practice multiplication or addition facts more, or to write more neatly, or to be more careful when lining up numbers, etc. It is usually a matter of slowing down and being more careful.

For example:

If someone solves $47 + 28 = 76$ (instead of 75) it means they didn't add $7 + 8$ properly. They thought it was 16 instead of 15.

→ **Activity:** With a partner, practice making up problems and then solving them with mistakes of both kinds. Exchange papers, and try to identify which kind of mistake was made. Discuss what you would do

Title of Session: **Evaluation**

Objective: To get participants' feedback on the session so as to improve future sessions/workshops.

Outcome: Participants feedback

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Ask participants to discuss in buzz groups the following questions:

- *What was good about the sessions: facilitation, participation, learning outcomes, housekeeping, etc.?*
- *What was not so good?*
- *What can you suggest to make improvements?*

Step 2: Take feedback from participants, clarify anything that needs to be clarified and thank them.

Title of Session: **Introduction to Content Area**

In order to create an atmosphere of trust and mutual learning, it is often important for participants as well as facilitators to get to know one another. An introduction exercise that is lively and fun at the same time can do the trick of bringing people out of their shells. This is especially important when participants do not know each other or have not worked together before.

Objective: To know other participants by name

Outcome: Participants know each other by name

Duration: 15 – 25 minutes depending on the size of the group

Method: Sharing

Materials: Name tags

Preparation Task:

- Get name tags and markers for participants.

Activities

Step1: The facilitator introduces the session explaining why it is important to do introductions during such meetings.

Step 2: Ask each person to call his/her name and say one fact about him or herself.

Step 3: At the end of the introductions, distribute name tags to participant to write their names on the tags and wear them.

NOTE: Participants should call their first names. This is important as it removes social barriers in communication. At the end of the exercise, it is important to conclude that knowing people goes beyond names and that the better people get to know each other the better they work together. Encourage them to make the extra effort to get to know each other beyond names.

Title of Session: **Listening Exercise: “Monologue - Dialogue”**

Listening is the first step in any process of empowerment. It gives those who have been marginalized, alienated or oppressed a new confidence that their experience, ideas and opinions are valuable and worth listening to. Most of us are so busy thinking about our own ideas and points of view that we do not listen attentively to others, unless we think they are experts. For a spirit of trust and appreciation of one another to grow in a group, it is essential that people listen to one another.

Objective: To practice skills for effective listening
To come up with guidelines for communication during the session

Outcome: Listening Guidelines

Duration: 45 minutes

Method: Role play, group discussion

Preparation Tasks:

- Prepare for a role-play with three scenes beforehand. You can have either facilitators or participants act the role-play.
- Write out instructions for role play
- Prepare copies of the handout on ‘Nature of Listening’ for participants

Materials needed: Script for role play

Activities:

Step 1: Ask volunteers (participants) or co-facilitators to perform each scene of the role play at a time while the rest of the participants watch.

Step 2: After the role-play, have the group divided into small groups of 3s to discuss the following questions:

- What did you see happening in scene 1?
- What did you see happening in scene 2?
- What did you see happening in scene 3?
- Do these things happen in real life? Give examples.

Step 3: After participants have shared their feedback in plenary, do a summary of the handout on the Nature of Listening Give out copies of the handout to participants

Step 4: Ask the participants to discuss in buzz groups the following question:

- What can we do to help make communication as good as possible in this group?

Step 5: Take participants’ responses on flipchart as guidelines for communication for the duration of the training. Ask each participant to pay keen attention to the group and help remind others when they are not following the guidelines.

Instructions for role play:

Scene one: *Two persons talk to each other at the same time but on different topics.*

Scene two: One person is talkative and he/she does not allow the second person to make any input.

Scene three: Two persons are seated and discussing an issue; they allow each other time and space to respond, make comments, ask questions and follow the rules of normal communication.

LITERACY

A Comprehensive Approach to Reading Instruction

Duration: 2.5 hours

Objective: to enable participants to articulate the way they think people learn to read, to become familiar with the components-based approach to reading and to compare and contrast the differences between them.

Outcomes: Participants will be able to:

- craft their own mental models of reading
- Identify the core components of reading
- Compare and contrast differences

Preparation Tasks: prepare flipcharts in advance on components of reading; summarize in your own words the description of putting all the components together

Materials Needed: flipcharts, markers

Activities:

STEP 1: Mental Models of Reading (10 min)

Engage teachers in a group discussion

§ Think about it...

How do you think people learn to read?

- What are the components of reading?
- What skills do people need to know how to do?
- How do you they learn those skills?
- Does it happen all at once or does it occur in steps?
- What does the teacher do that makes children learn to read?
- Or do children just learn to read best on their own?

STEP 2: Making your own Map of a Mental Model

✍ Break participants into groups of five.

Have them draw a map, a mental model of how students learn how to read.

STEP 3: Round Robin (9:10, 15 min)

✍ Next do round-robin visits to each mental model map, where one person stays at home-base and explains the mental model to the visiting groups.

STEP 4: A Comprehensive Approach to Reading Instruction (9:25, 35 min)

Bring participants back to the main group.

Facilitate a presentation.

What do reading researchers say?

“Rigorous research has identified an effective approach to teaching children to read, and this approach is referred to as *evidence-based reading instruction*. Evidence-based means that

rigorous evaluations have found that this approach helps most children learn to read efficiently and effectively.

Evidence-based reading instruction defines reading as a set of *component reading skills* that can and should be learned individually but also a set of *reading practices* that require the integration of all of those skills to perform tasks with text” (JC). The components are:

- Phonemic awareness
- decoding and word recognition
- vocabulary knowledge
- oral reading fluency and comprehension
- reading and comprehension

? What do each of these terms mean?

Phonemic Awareness

Phonemic awareness is:

- The ability to recognize the different sounds of spoken words, parts of words (syllables), or phonemes (the smallest unit of sound in a given language).

In your own words...

- How can you put that in your words?

Give a few examples...

Decoding

Decoding refers to the ability to connect phonemes to letters in order to sound-out unknown words. Decoding is the process of being able to translate sounds written on paper into a word that is pronounced according to the rules of the given language.

In your own words...

- How can you put that in your words?

Can you show an example of a learner who can decode words as opposed to one who cannot?

Word Recognition

- Word recognition refers to the rapid and effortless ability to read whole words, or word parts, after patterns have been encountered in print a sufficient number of times to allow for automatic retrieval from memory.

In your own words...

- How can you put that in your words?

Give a few examples...

Vocabulary knowledge

- Vocabulary knowledge is the understanding of the meanings of words and their uses in varying contexts.

In your own words...

- How can you put that in your words?

Why do you think it is important?

Oral Reading Fluency

- Oral reading fluency is reading with speed and accuracy, but it also includes reading out loud with the correct stress, intonation, and emphasis.

In your own words...

- How can you put that in your words?
- Demonstrate what it looks when a reader has oral good fluency?
- And when she does not?

Reading Comprehension

- Readers must actively work to make sense out of what they are reading by constantly integrating what they are learning in the text with what they know from their own experience and accumulated knowledge

In your own words...

- How can you put that in your words?
- How do you know if a reader is comprehending what they read or not?

Separate or Related?

- These parts are separate and unique, but only when they all work together is the skill of reading learned.
- What analogies can you think of where you learn separate skills and put them all together to make it work?
- Learning to play soccer?
- Learning to dance?
- Learning to cook?
- Learning to drive? or... you choose

Putting the Components of Reading Together

Master Trainers should summarize the following description of reading, and tell it to teachers in your own words.

“Mastering these components enables readers to accomplish tasks (i.e.: learning, entertainment, religious practice, information seeking, record keeping, and communication) with text (i.e.: books, letters, documents, magazines, pamphlets, emails, and signs). Research has also found

that reading instruction is most effective when it is linked to writing instruction, and so this training will address writing as well.

Since reading takes place within the mind and is, therefore, impossible to see, an analogy is useful to understanding this evidence-based approach. When a football (soccer) team is preparing for a game, the players spend some time practicing individual skills, such as passing or kicking goals, and some time playing the game by splitting the team into two sides or arranging practice games with other teams.

The players are practicing component skills and then integrating all of those skills to play a practice match. Many amateur players learned the game without formal practice of the component skills, and a few of those players may be quite good. However, most players who learn without a focus on component skills are not accomplished players, and every professional player prepares for his or her next game by practicing component skills. In fact, most good amateur players probably practiced those skills on their own or with friends when they were young. Good players do not have to think about these component skills once they are in a match because the skills have become automatic through practice. While in the game, the player is, instead, thinking about strategy, predicting where the ball might go next, and assessing the strengths and weaknesses of the other team.

The same is true for reading. Some children appear to have learned how to read without direct instruction in component skills, but most of these children probably practiced the component skills alone or with family and friends. Children need instruction and practice in the components of reading, and they need to use those skills to accomplish tasks with text. The component skills should be taught by starting with easy, simple skills and then slowly introducing more difficult, complex skills. The tasks and the texts should be ones that are a little bit difficult for students but not too difficult for them to read successfully. In addition these tasks and texts should be ones that are interesting and enjoyable for the students.

Teaching that focuses only on components or only on reading practices does not provide sufficient support to children so that they can develop into good readers. Both should be taught from the earliest stages of learning to read. However, to be good readers, children must learn to efficiently and effortlessly integrate multiple, component skills in order to make meaning from print.

Good readers immediately process the visual information presented in the curves, lines, and dots that make up letters. Good readers instantaneously use this visual processing to call up information about sounds that the spelling patterns represent and to immediately activate knowledge about word meaning and use. Good readers have a large vocabulary so that they know the meanings of most of the words they read, and good readers are aware of the process of reading so that they can maintain their attention and accomplish the task they have for the text they are reading. (JC)”

Compare your Mental Model (15 min)

Put participants in the same small groups as the mental models of reading activity.

- Pull out your Mental Model and compare it with that of the reading researchers. How are they similar and how do they differ?

- What are common gaps or misconceptions about reading, when you look at your own or others' ways of teaching reading and compare it with what researchers have developed?
- If there are differences between the mental model your group created and the evidence-based approach to reading, how you would address or implement the idea of needing to change behaviors.

Making Change (15 min)

Convene as a large group again.

- If you are working with a mental model that differs from the evidence-based comprehensive approach, how can you change your teaching if you have doing it and thinking in one way for a long long time?
- What are the obstacles to change?
- What makes it easier to change?
- What strategies can be employed to change the way you teach reading?

Documenting (10 min)

Have participants document in their notebooks, the strategies that can be used to change.

☞ Your Turn! (15 min)

- In small groups, develop role plays to address this issue.

Count off in groups of five and allow each group to develop a role play.

Present role plays (10 min)

Present one role play (or more as are feasible)

Title of Session: **Overview of the Literacy Curriculum**

Duration: 1hour

Objectives:

- Participants will be able to use the literacy curriculum.
- Participants will read and discuss the definitions of key terms – content area, standards, competencies, module, levels, module theme, and lesson topics and tell how they are organized.

Outcome:

- Participants will understand the composition, content, format, principles, terminology, methods, of the curriculum
- Use the literacy curriculum to facilitate literacy classes

Preparation and Materials:

- Literacy Facilitator's guide
- Paper
- markers

Activities:

STEP 1: Ask for a volunteer to bring an activity that can be used for participants to introduce themselves.

STEP 2: Give an outline of the content of this session.

STEP 3: (Introduction) provide a brief description of the literacy curriculum and inform participants that during this session they will be given the chance to get acquainted with the document.

STEP 4: Put participants in groups of six or seven and give each group the following sets of questions to answer. Give each participant a copy of the literacy curriculum to use for this activity. Allow ten minutes for this activity.

After 10 minutes regroup participants and ask each group to answer questions.

- What is literacy?
- What are core elements of the curriculum?
- What are the standards of the literacy curriculum? How do you understand each of these standards
- What is the difference between standard, competency, and lesson objective
- How many modules are there in the curriculum? How many lessons does each module have?
- What are the guiding principles of the curriculum?
- What is the importance of the sections on tips to facilitators and facilitator's check list?
- How are lessons and module organized?

STEP 5: As each group answers questions, direct participants to pages in the curriculum where these issues are addressed, and making sure to provide clarification where and when needed.

Conclude by noting that the facilitator's manual has background and technical information needed to effectively implement the Literacy curriculum and information is organized in the manual under special headings and formatted in different ways that promote ease of access.

STEP 6: Ask participants if they have any questions they would like to ask. Allow time for questions and answers

Title of Session: **Overview of the Literacy Curriculum Part II**

Duration: 45 minutes

Objectives:

- Participants will be able to use the literacy curriculum.
- Participants will read and discuss the definitions of key terms – content area, standards, competencies, module, levels, module theme, and lesson topics and tell how they are organized.

Outcome:

- Participants understand the composition, content, format, principles, terminology, methods, of the curriculum
- Use the literacy curriculum to facilitate literacy classes

Preparation and Materials:

- Literacy Facilitator's guide
- Paper
- Markers.

Activities:

STEP 1: Put participants in groups of 5; assign each group an overview of a module, and a lesson to examine; ask each group to discuss the importance of the overview and the different sections of the lesson.

STEP 2: After 15 minutes, regroup participants and have a representative from each group report to the body (on one of the points example, key message/learning point, evaluation etc...). after all groups have presented summarize providing clarification. Explain how each of these is used during a lesson.

Title of Session: **Reading for a Purpose**

Duration: 45 min

Objectives: . Facilitators will be able to:

- Explain the purpose of reading
- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom

Outcome: Facilitators trained in:

- The use and demonstration of reading comprehension skills

Materials needed: Flipchart and markers/chalkboard and chalk, flashcards, poster sheets, scissors, crayons

Activities:

STEP 1: (5 min) What is Reading?

Ask participants what they think reading is?

Give one participant a book or text written in a strange and unfamiliar script (Bassa, French or Chinese) and ask them to read and explain it to the class. (If you don't have an unfamiliar script then ask one of the participants to phonetically write down something in a local language not commonly spoken by other participants.)

Give another participant a book written in English and ask them to read and explain it to the class.

Ask which participant found the text difficult to read and who found it easier to understand and why it was more difficult or easy

STEP 2: (10 minutes) What is the purpose of Reading?

Gather from participants what drive or motivate them to read and why do we read?

After gathering their input, inform participants that we read for different reasons, some people read to:

- See reading as an opportunity to explore their **interests**
 - Reading to develop and improve career, hobby, etc.
 - Reading Education, Agriculture, Law, Economics, etc

- Reading to gain or acquire **knowledge and** understanding to expand your intellectual capacity
 - Reading to pursue ideas, concepts,

- Appreciate the **pleasures** of reading
 - See reading as fun
 - Reading for leisure
 - Reading for relaxation and recreation

- View reading as a **social** act, to be shared with others
 - Reading to increase your social/community participation
 - Health, environment, peace and civic education
 - Reading to built skills in environmental issues (pollution)

Explain how developing listening skills in beginning readers is important so that they can develop in the content, which helps increase their desire to read.

STEP 3

Ask participants to reflect on what they would like to read. What is interesting to them. What motivates them to want to read more?

Next in small groups, let them discuss their learners. What motivates the students in their classes to want to read?

Title of Session: **Facilitating Literacy**

Duration: 1hour

Lesson Objectives:

Participants will:

- reinforce their understanding of the concept of facilitation
- differentiate between facilitation and teaching
- list the key characteristics of a good facilitator.
- acquire basic skills for literacy facilitation

Expected Outcomes:

- Participants understand the difference between facilitating and teaching
- Participant prepared to teach the literacy lessons using good facilitation skills.

Preparation and Materials:

- Literacy Facilitator's guide
- Hand outs on facilitation and related sub topics.
- Paper
- Chalkboard and chalk or flip chart papers.
- Two group members prepared to simulate facilitation and lack of facilitation in an adult class.

Activities

STEP 1: Provide a brief overview of the content of the session.

STEP 2: Have participants recall information gathered on previous presentation on facilitation by asking

Four volunteers to define what facilitation is. Note responses. Summarize with a definition and emphasize the need to understand the concept of facilitation and how it relates to the literacy curriculum.

STEP 3: Call on persons prepared to simulate, first lack of facilitation then facilitation.

. Start with lack of facilitation. After the simulation, ask other participants to make suggestions to the facilitator in the skit, with ideas for how she could have handled the situation better.

Can you give these volunteers a scenario to work from? For example. For lack of facilitation: The instructor/facilitator has a group of 30 young people. They have just come to class and are catching up with each other. She asks them to move into small groups, but they are too busy talking with each other and ignore her. She doesn't know what to do and just sits down. Stop the action. Ask the rest of the group what this facilitator could have done to prevent this situation.

(You can make up a better scenario)

For good facilitation: The facilitator greets everyone as they come into the classroom. She announces that it is time to start. She introduces the work for the day. She describes the topic of the story they will be working with (Fata's Hut), from Module A) and asks learners some

related questions (where do you live? What kinds of things do you do at home?) She reads Fata's Story and points out the sight words for the day. She asks learners to get into their regular small groups and make up sentences (verbally) using these sight words.

Stop the action. What was the facilitator doing?

STEP 4: Have group compare and contrast the two situations.

STEP 5: summarize by discussing

- the difference between facilitation and teaching
- some key skills of a facilitator
- some key points to follow during facilitation

STEP 6: The first steps should take 45 minutes. Refer participants to the section on facilitation in the manual; give handouts.

- Have them silently read all the materials for 15-20 minutes.
- Have participants summarize their reading by pointing out participants to answer the questions below (one question at a time). Record answers on the board or flip chart and display in the class.
- What are the main characteristics of a good facilitator?
- What do good facilitators do in the class?
- How does facilitation help learners learn?
- In what ways have we used facilitation in this class?
- Have group read the summary points on the board or flip chart

Title of Session: **Listening in the Literacy Class**

Duration: 45 minutes

Objective:

- Explain the listening process
- Discuss the different types of listening

Outcome:

- Understand the different types of listening
- Integrate listening instruction in the teaching of literacy

Materials: Literacy Manual, Lesson notes

Preparation:

Activities:

STEP 1: introduce by telling the content of the session.

Have one participant read the following story

Deddeh Throws Sonie Out

One day Deddeh left to go to the hospital. Sonie fell asleep at the market table. A thief came and stole \$3000.00 of Deddeh's market money, which Sonie had put in a bag tied round her waist.

When Deddeh came back and learned what had happened, she beat Sonie unmercifully. Then she threw her out of the house!

Sonie did not have anywhere else to go. She began to sleep on the street. The street was often crowded with teenagers during the night and into the early morning hours. Many of the girls and boys were young, some younger than Sonie was. But they smoked cigarettes, drank liquor, and fought with knives, rocks, and broken bottles. Living on the street was hard, and Sonie could barely survive. Each day she looked for odd jobs, fetching water, selling, and running errands for people. Sometimes she thought of being a prostitute. Many of the young prostitutes she had seen were well-dressed. She felt that they got more money than they could use for food. But she had heard of HIV, and that made her afraid of prostitution.

Then one night she met two young girls. They were dressed in clothes that revealed their bodies. Along the tarmac they sat smoking and talking to each other. Sonie sat opposite them. She told them that she had nobody and nowhere else to go, was often hungry, and slept on the street.

"You gbeleh," one of the girls said, laughing. She was short and fat. "Looka me! I only 14 I on my own. I don have time for my Ma and Pa."

"Don talk to deh girl like dat mehn Fanta," the tall one said. "She jes coming to Monrovia. She na no anybody here. We suppose to help her."

Fanta looked Sonie up and down. "Wot yor name?" she asked finally.

"My name Sonie," Sonie answered, trembling from the cold and tucking her hands under her arms.

"Wor you coming from befo you in Monrovia?" Fanta asked.

"I coming from Voinjama, Lofa County?" Sonie told her.

"Way in deh country?" the tall girl asked, surprised.

"Yes o," Sonie said.

"Dat who you wor living in Monrovia with?" Fanta asked.

"I was living with my aunty," Sonie said. "But somebody stole my aunty money and she say dat me. So she throw me outside."

"Hmmm, dat deh same tink my uncle do to me," the tall girl said. "But don worry yah. You will stay with us."

"Thank you" Sonie said.

"My name Pinky," the tall girl said.

After having read the story ask participants what they understood from the story. If they didn't know how to read and they heard this story, which part would they want to know how to read?

Explain how developing listening skills in beginning readers is important so that they can develop in the content, which helps increase their desire to read.

STEP 2: Put participants in groups of five. Ask each group to reflect, discuss what listening is and propose a definition of listening.

STEP 3: After 5 minutes regroup participants and allow each group to read its definition. Summarize by giving a definition of listening

**Listen
Actively**

- Attend to oral information
 - Clarify purpose for listening and use listening strategies appropriate to that purpose
 - Monitor comprehension, adjusting strategies to overcome barriers to comprehension
 - Integrate information from listening with prior knowledge to address the listening purpose
-

STEP 6: Discuss the process of listening:

- receiving,
- attending
- assigning meaning

STEP 7: Discuss the reasons why we listen, Begin by asking “Why do we listen?” Take responses from two or three volunteers. Continue by listing some reasons for listening:

- distinguish sounds and to develop sensitivity to non verbal communication(discriminative listening)
- enjoy what is being said or read(Aesthetic listening)
- Understand a message(listening)
- Evaluate a message(critical listening)

STEP 7: Give chart on overview of listening and allow participants few minutes to read through. Conclude telling what kind of listening is involved in the following activities:

- Listening to a political debate
- Listening to a public service proclamation

STEP 8: Refer participants to literacy manual Instructional guides /literacy level 1, paragraph ‘Listen Actively’. Allow participants 2 minutes to read the section. Discuss how listening instruction is approached in the curriculum. Direct participants to examples of listening activities in the curriculum

Title of Session: **Phonemic Awareness**

Objective:

- explain the alphabetic principle
- Say sounds representing letters of the alphabet

Duration: 1hour

Outcome:

- Demonstrate understanding of alphabetic principle
- Acquire skills in teaching letter-sound recognition
- Use phonemic awareness approach in facilitating literacy lessons

Preparation: prepare charts for different groups of sounds

Materials: hand outs, poster sheets, markers, word list

Activities:

STEP 1: Give an overview of the content of the session. Inform participant that this session is a continuation of the previous session on ‘A Comprehensive Approach to Reading’ and it will look at the beginning step to reading.

STEP 2: Explain the alphabetic principle. Explain the specificity of the English language(example: the English language has 26 letters, but these represent 44 phonemes, some sounds are represented by one letters; some are represented two letters, some letters can be pronounced one way in one situation and another way in another situation-see hand out)

STEP 3: Define Phonics and explain how the knowledge of phonics is used in the reading process

Phonemic awareness is:

- The ability to recognize the different sounds of spoken words, parts of words (syllables), or phonemes (the smallest unit of sound in a given language).

STEP 4: Talk about different groups of letters/sounds: consonants, vowels, consonants blends, diagraphs, and diphthongs. Inform participants that the next sessions will be devoted to using the following 10 steps used in your Master Trainers’ session to introduce the phonemes in groups as arranged by modules in the Facilitator’s Manual. Remember to present only consonants first (exclude the vowels that are included in Module A.)

1. Introduce the name grouping of your letters (groupings are defined in the Manual)
2. Put your chart up, point to say the names of the letter s or groups of letters.
3. Say if they are vowels or consonants.
4. Have group say the names.

5. Say: the sound of this letter/ group of letter is (Make the sound) then read the key words for the sound. Have group say other words with the sound and correct any mistakes (include for each sound the different letter or letters [pattern] that the sound (example long vowel \a\ represents).
6. Do step five with the rest of the sounds in the group.
7. Have participants go through the list by saying first sound then key word (make it a game if possible).
8. Refer to word list at the back of the manual for other words within the group of sounds you are dealing with.
9. Have group open to manual to see where the sound group is taught.
10. Say a number of words and have group put up their hand and repeat the word that has the sound you are targeting. Break for 3-5minutes or sing a song after each groups of sounds
11. Follow this procedure for all the sounds in the following order: For
 - Consonants
 - Short vowels
 - Long vowels
 - Short vowels /long vowels
 - Consonant blends
 - Consonant digraphs
 - Diphthongs

*** NOTE: Section short/long vowels follow the following steps.

- Write the following pairs of words on the flipchart/board:

Short vowel	Long vowel
cap	Cape
sit	Site
cut	cute
rob	robe

- Have volunteer participants read each pair of words
- Ask participants “how are the vowels pronounced in each set of words?” Allow time for response.
- Explain the rules on short and long vowels sounds; give exceptions, give [pattern] examples of letter/s representing each of the short and its corresponding long vowel sound

NOTE: After the presentation of each group of sounds have each person have at least one turn in presenting the sounds in ten steps to the class

Title of Session: **Decoding Drills**

Duration: 1 hour

Objective:

- Say sounds representing letters of the alphabet

Outcome:

- developed skills to teach letter-sound recognition
- developed skill in preparing learners to read
- exhibit mastery of letter-sound recognition

Preparation: word list for decoding exercise

Materials: poster sheets, markers,

Activities:

STEP 1: Drill participants on the letter name sound recognition from previous lessons

STEP 2: discuss word pattern example: CVC etc.; define **syllable** and give examples of the two kinds (open and closed) of syllables-see hand out.

STEP 3: Practice word decoding .Follow these steps:

- Write words one at a time on a board
- have participants firstly identify the number of sounds in the word
- have participants sound out each sound making up the word individually
- blend sounds to pronounce word(correct any error and have participants make the correct letter – sound association) EXAMPLES: IT-2 sounds/i//t/=it; PAT- 3 sounds/p//a//t/=pat; MOTTO-4 sounds/mo//to/=motto, ALTO /a//to/=alto

NOTE: Underscore the use of a consistent pattern in helping learning acquire pronunciation skills and systematic approach to correcting learners' errors.

EXAMPLE:

If a learner is unable to read a decodable word, ask learner to sound the individual letter sound in the word then, quickly blend these sounds.

If it is a non-decodable word, sound it out for learner and ask him/her repeat after you then, ask learner to try saying the word.

STEP 4: Wrap-up emphasizing letter-sound recognition, decoding as key to the reading process

Title of Session: **Writing**

Duration: 1 hour

Objective:

- Explain The term ‘writing’ as used in the literacy curriculum
- Use the guide for teaching hand writing
-

Outcome:

- understand the use of the term ‘writing’ as used in the curriculum
- Understand concepts related to hand writing
- Model good writing for learners to follow

Preparation:

Materials: poster sheets rulers, markers, news print

Activities:

STEP 1: Refer participants to manual (guiding principles for literacy instruction, #3)

STEP 2: Have participants read the section

STEP 3: Explain how the word writing is used in the context of the curriculum (letter formation, text generation) Inform participants that this session has to do with letter formation.

STEP 4: Ask participants “What is the goal of writing?” Allow two or three volunteers say what they think. Continue by:

- Stating the goal of writing
- Indicating and defining the two most important criteria in writing (legibility and fluency)
- Indicating the elements of legible and fluent hand writing (letter formation, size and proportion, spacing, slant, alignment and line quality)
- Indicating the two forms of hand writing (manuscript and cursive)
- Indicating their role as facilitator in teaching writing (teach and supervise)
- Conclude by emphasizing that the penmanship of learners wholly and solely rely on what they do in the class room; They should exercise all efforts in modeling good hand writing for learners to follow.

STEP 5: Describe sequence for forming letters and numbers

- On lined board or poster demonstrate the formation of the letters and numbers 1-9 and zero.
- For each letter explain the arrows.
- Refer group to the handwriting guide in the manual and the instructions for teaching letter formation in Module A

STEP 6: Have participants practice letter formation using the guide

(Hand out attached at the back of this teacher training guide – “Alphabet Writing Worksheets”)

Title of Session: **Literacy Lesson Preparation**

Duration: 1hour

Objective: participants will be able to :

- Plan a lesson from the literacy curriculum
- Present a lesson using basic facilitation skills

Outcome:

- participants apply lesson preparation principle in a concrete situation
- prepare and use lesson plan during micro teaching

Preparation: select lesson topics for small group work

Materials: lesson plan forms, hand outs, literacy manual

Activities:

STEP 1: provide an overview of the session.

STEP 2: Put participants in groups of three or four. Ask each group to discuss the following:

- What is planning?
- Give three reasons why it is important to plan?

STEP 3: regroup participants and each group report on first question. Note responses. After all groups have completed, summarize by defining planning in general and lesson planning and lesson preparation in particular and reemphasizing the importance of preparing of a lesson before its delivery.

STEP 4: same as step 3. Discuss what it entails to plan ahead for a lesson (preparing a lesson plan, researching on a topic, preparation of supplementary learning aids)

STEP 5: Distribute lesson plan forms.

STEP 6: Discuss briefly the essential components of a lesson plan and some practical considerations for lesson planning (see hand out)

- Have the class open to the facilitator's manuals.
- Read the title of an organizing unit on the plan form and have the class find the corresponding unit in the facilitator's manual and together read the information provided. For example, read the title "Learning Points"; participants will find "Learning Points" in the manual and read the bulleted list of learning points there.
- Start from lesson and do this exercise until the whole group is able to find information in the facilitator's manual that will go into the lesson plan form.

STEP 7: Divide the participants into groups of 3.

- Give each group one lesson plan form and assign one lesson in the facilitator's manual per group.

- Instruct that each group should fill out the one lesson plan form (note that for literacy the lessons are very prescribed so all the components are there and readily accessible)
- Go around the groups to answer questions and give help.
- Debrief by having a member from each group go up front to read their lesson plan.
- Answer any questions.
- Conclude by asking participants to summarize the main things that they are able to do as a result of today's session. Write these on the board or flip chart and put it up in the room.
- Ask each participant to select a lesson from the curriculum and prepare a lesson plan from that lesson to be presented to the facilitator the next day

STEP 8: On the following day collect plans from participants and provide feedback to individual participants.

Title of Session: **Demonstration of a Literacy Lesson**

Duration: 1 hr 30 minutes

Objectives:

- demonstrate their understanding of non formal education principles in preparing a lesson
- present a lesson using best practices and principles of adult learning

Outcome:

- Participants will be able to conduct a lesson using appropriate steps and applying principles for literacy instruction

Materials: literacy curriculum, poster sheets, markers, ..

Preparation: prepare a lesson plan for lesson to be taught, materials needed for demonstration of lesson,

Activities:

STEP 1: give the purpose of the session-demonstrate a lesson presentation teaching methods and steps with consideration to adult learning

STEP 2: refer participant to the lesson you are going to demonstrate

STEP 3: Have participants read through the lesson, noting the different stages and how they are they are carried out. Distribute a copy of the lesson plan you have prepared for that lesson to participants

STEP 4: Ask participants to watch as you demonstrate lesson stage by stage so that participants can clearly delineate one part of a lesson from the other, facilitation practice... At the end of the demonstration allow time for questions, answers, comments on the lesson demonstrated.

STEP 5: Close by having participants list the sequence followed during the demonstration. Remind participants that they are each going to do a micro teaching on an assigned lesson during the workshop.

Title of Session: **Preparation for Micro teaching**

Duration: 1 hour

Objective:

- describe the micro-teaching assignment
- prepare for the micro-teaching assignment

Outcome:

- demonstrate skills in micro-teaching based on the assigned lesson

Preparation: Gather lesson plan books and read curriculum

Materials: Literacy manual

Activities:

STEP 1: explain the purpose and importance of this activity

STEP 2:

- put participants in groups of three(use any method you deem fit to form groups)
- Assign 3 lessons to each group(ensure that all of the lessons assigned are not all taken from one module)
- Inform participants they will work as a group to plan for these lessons but each member of the group will present one of the lessons assigned to the group.
- Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!
- Distribute lesson plan forms three per group and remind that lesson plan forms will be turned in before beginning of micro -teaching. (If the lesson plan book has been received, they should use this book)
- Allow participants to design multiple lessons.

Title of Session: **Literacy Micro Teaching**

Duration: 2 hours (first session), 3.75 hours (second session), then 2.75 hours (third session)

Learning Objectives:

Participants will:

- Have a hands-on experience with using the manual in the classroom.
- Make clarifications on the use of the facilitator's manual.

Expected Outcomes:

- Participants will facilitate the NFE class effectively and confidently using good facilitation skills.

Preparation and Materials:

- NFE Facilitator's Manuals.
- Chalkboard and chalk
- Poster sheets/flipchart (optional)

STEP 1: 15 minutes (setting up)

- Do preliminary/ warm up or icebreaker
- Have participants sit together in their groups.
- Review the lesson plan format for the micro-teaching
- Write the critique guide on the board or put a poster of the guide up.

STEP 2: MICRO TEACHING

- Each member will present a lesson
- The rest of the participants will critique using
- The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved the critique guide after each presentation
- Master trainer makes corrections where needed after each presentation.
- The last 30 minutes of the time will be used in debriefing, answering questions, organizing materials.

Title of Session:

Constructing Instructional Aids for Literacy

Objective: To prepare instructional materials

Outcome: Materials that teachers can take back to their classrooms.

Duration: 1 hour

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk, scissors, poster sheet, markers, glue, locally available resources (string, other items that teachers need)

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.
- Collect locally available resources.

Activities:

STEP 1:

Review the literacy curriculum and brainstorm what kind of materials they think they would need in order to make reading come alive for the learner.

Some examples include:

Flash cards for vowels

Flash cards for sight words

Flash cards for consonant pairs

Flash cards for blends

Flash cards for sight words found in the EGRA plus manual

Flash cards for suffixes

Flash cards for prefixes

Decorated story boards

Important pieces of information

Names of the months

Names of the colors

Names of geographic sites in Liberia

Names of students

Material to place on a bulletin board

Making a user-friendly holder or hanger for flash cards, using locally available resources

Making a hand-made book in which students can write their own stories

STEP 2: Provide learners with materials and ask them to construct materials.

STEP 3: The participants should bring their materials for show and tell, demonstration and teaching others how to use the materials.

Participants should take it for homework to continue to make and create additional resources.

Remind participants: After you create your materials you need to keep them in a safe place so that they do not fly around and get lost. Think about how you will transport them back to your school. Think about how you can attach items to the wall in a low cost manner.

When you get back think about continue to create materials for each lesson where you find a need.

Title of Session: **Assessing Literacy**

Duration: 45 minutes

Objective:

- Explain the role of assessment in the learning process
- Identify assessment activities in the curriculum

Outcome:

- Understand assessment procedure in the curriculum
- Use assessment activities in the curriculum

Preparation task;

Materials: literacy manual

Method: Lecture, discussion, demonstration

Activities:

STEP 1: Lead participants in discussing assessment. Discussion is centered on defining assessment and highlighting the importance of assessment. Start by asking the question “why do we begin our classes by questioning learners on last lesson taught?”

STEP 2: Discuss the different types of assessment.

STEP 3: Discuss the different uses of assessment.

STEP 4: Discuss assessment mechanism (lessons review, evaluation section in each lesson, end of module assessment, end of module assessment, and end of level assessment) in the literacy curriculum.

Evaluation

Objective: To get participants' feedback on the session so as to improve future sessions/workshops.

Outcome: Participants feedback

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Ask participants to discuss in buzz groups the following questions:

- *What was good about the sessions: facilitation, participation, learning outcomes, housekeeping, etc.?*
- *What was not so good?*
- *What can you suggest to make improvements?*

Step 2: Take feedback from participants, clarify anything that needs to be clarified and thank them.

LIFE SKILLS

Title of Session: **What is Life Skills?**

Objective: To help participants reach a common understanding of the definition of life skills

Outcome: A common understanding of the definition of life skills

Duration: 1 hour

Method: Buzz Group

Preparation Tasks: Write out discussion questions on flipchart/chalkboard

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: Share the definition of life skills according to the curriculum.

Life Skills is defined as the skills and knowledge that enable an individual to meet the challenges of everyday life. This may include knowledge of youth and adults to communicate accurately, orally and in writing about mental, emotional and physical health, use appropriate strategies to maintain personal wellbeing, develop a positive self-esteem, manage feelings rationally, as well as develop positive parental roles that are supportive of their children's development to meet the challenges of everyday life. Life skills entail the ability to carry out the following skills and actions:

- Communicate accurately, orally and in writing, about mental, emotional and physical health
- Use appropriate strategies to maintain personal wellbeing
- Maintain positive self-esteem
- Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible way
- Develop positive parental roles in support of their children's growth and development
- Communicate accurately, orally and in writing about health and hygiene concepts
- Maintain personal, family and community health
- Understand and apply concepts about the influence of family, peers and culture on health behaviors
- Demonstrate the use of interpersonal communication skills to enhance health and avoid or reduce health risks
- Use problem-solving and decision-making skills to make safe and healthy choices
- Listen and Speak effectively
- Build trust and cooperate with Others
- Solve Problems and Make Decisions in Relationships
- Resolve conflict and negotiate with others
- Listen and Speak effectively
- Build trust and cooperate with Others
- Solve Problems and Make Decisions in Relationships

- Resolve conflict and negotiate with others
- Accurately convey , orally and in writing, important concepts such as ‘peace’ and ‘conflict’
- Demonstrate good citizenship at local and national levels
- Use communication skills to promote peaceful coexistence
- Understand the concepts of the natural environment
- Determine factors that affect the environment
- Solve environmental issues and make decisions that promote a healthy environment

Step 2: In buzz groups, ask participants to share the difference between life skills and livelihood skills in 5 minutes.

Step 3: Divide the flip chart paper into two sections. Label the left column with the heading, “Life skills” and the other column “Livelihood Skills”.

Step 4: Ask participants to share their ideas with the large group.

Step 5: Write the responses that are related to life skills under the appropriate heading. [Skills such as communication, decision-making, problem-solving as well as those skills to deal with the challenges of everyday life must be written under the life skills heading. List all skills that are career-oriented such as carpentry, masonry, teaching, or professional under the Livelihood column.

Step 5: Summarize the participants’ ideas with a clear definition of life skills.

Session Title:

Why Introduce Life Skills in Non formal Education?

The challenges of our world are sometimes overwhelming that it makes it hard for one to cope. As human beings we encounter problems daily. Problems exist in the family, workplace, community and society at large. In order to deal with challenges occurring at all sectors of the society including the family, we need to develop knowledge and skills that will promote healthy and productive behaviors by staying healthy physically, mentally, emotionally and psychologically.

Objective: To help participants understand the background of the situation that propelled the introduction of the Life Skills in the nonformal education curriculum.

Outcome: An understanding and articulation of the background for the introduction of life skills

Duration: 45 minutes (depending on the size of the group)

Method: Buzz Group

Preparation Tasks:

- Have discussion question written on flipchart/chalkboard for participants to see
- Have flipchart and markers/chalkboard and chalk to record participants' responses

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: Introduce the topic and explain to participants that there is a reason for introducing life skills.

Step 2: Ask participants to discuss in buzz groups the following questions:
List one problem you have encountered and how you dealt with it.

Step 3: Take responses from the group and write them on the flipchart/chalkboard. The responses may be a combination of problems that relate to income generation or people's behaviors.

Step 4: List all problems relating to income-generation in a separate column on the flip chart paper and those relating to people's behavior in another column. [For example an income-generation problem could be low unemployment and a People's behavior problem could be teenage pregnancy, palava, poor leadership, environmental etc.)

Step 5: Draw the participants' attention to People's Behavior column and ask the question 'why' until they realize that the country has many youths and adults who did not have a normal childhood due to the war and that affects the way they behave. Help them realize that people behave the way they do because they have little or no skills at all – soft skills.

Say to the participants that non formal education targets young women and adult women, poor and disadvantaged groups, out-of-school youth and adults who have received little or no education or have dropped out of school due to socio-economic conditions.

Step 6: Ask participants to discuss in buzz groups the following question:

Why is it necessary to include life skills in the nonformal education program?

Step 7: Summarize the participants' ideas by stating that in addition to Literacy and Numeracy the nonformal education curriculum covers knowledge areas such as Health, Environment, Peace and Human Rights, Identity. The Life Skills component will help people lead healthy and productive lives by:

- Ability to understand their personal identity, strengthen and weaknesses
- Ability to solve problems
- Act responsibly and safely
- Preserve the environment
- Interact harmoniously, with others all of which can be applied in the family, workplace and community.

Title of Session: **Overview of Life Skills Modules**

Duration: 1 hour

Objective: To help participants understand why life skills is being taught, understand the definition of content module area

Outcome: participants understand the concept of life skills

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture

Activities:

Step 1: Introduce the topic on content by making a short presentation on the layout of the module and lessons

Step 2:

Prepare Presentation on specific modules and their definitions, brief read through of each module

Step 3:

Answer any initial questions on the curriculum content

Title of Session: **General Overview of Life Skills Key Terms**

Objective: To clarify key terms and concepts as well as to familiarize participants with the components of the module

Outcome: Understanding and articulation of key terms and concepts

Duration: 1 hour

Method: Lecture, group work

Preparation Task:

- Copies of facilitator manual for life skills and work readiness curriculum should be on hand
- Have ready A4 paper and pens for participants to record questions on key terms and concepts

Materials: Life Skills Facilitator's Manual, A4 paper, pens, flipchart and markers/chalkboard and chalk

Activities:

Step 1: Introduce the session and do a quick overview of the key parts of the module.

Step 2: Divide participants into the actual teams they will be facilitating in and have them go through the module familiarizing themselves with the processes and content.

Step 3: After about thirty minutes ask them to record any term or concept they need clarity on. Let them bring this list to the big group.

Step 4: Take the questions for clarification, group by group. Ask others to share what they know about the questions on key terms and concepts.

Step 5: Where there is need for better explanation, provide and summarize.

The trainer can bring in additional life experience to make each topic/term in the manual come alive. Feel free to call on the NFE Coordinator or other resource persons present at the training who may be able to provide additional elaboration of key concepts and terms.

Title of Session: **Understanding Life Skills Content**

Objective: To help participants to articulate information on the content area

Outcome: An understanding of the content area (topics) in life skills

Duration: 2 hours

Method: Small Group Discussion

Preparation Tasks:

- Write presentation of module and lesson layout on flipchart/chalkboard
- Write discussion questions on flipchart/chalkboard
- Have flipchart and markers/chalkboard and chalk to record participants' responses

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

- Step 1: Review the core elements of the Life Skills Curriculum by defining the core elements of the curriculum. Highlight the words: Module, Content Area, Content Standard, Level, Module learning objectives, Lesson and Lesson learning objectives.
- Step 2: Entertain questions from the participants and provide the appropriate responses.
- Step 3: Put participants into small groups of seven to nine depending on the size of the group and give each participant one copy of the life skills curriculum if they do not already have it.
- Step 4: Assign a module from the curriculum to each group of participants to discuss the following questions:
- *Review the content area of each module and write down questions on the content area that you do not understand.*
 - *As you review the content area, highlight the areas that you think do not have adequate information.*
- Step 5: Bring participants back together in the large group and ask each of the groups to present their questions from the review. Have other participants participate in responding to the questions posed by each group.
- Step 6: Clarify/modify responses that may not be to the point and respond to questions that the participants are unable to address.
- Step 7: Do an overall summary of the content area.

Title of Session: **Applying Instructional Methods to Life Skills Content**

Objective: To build participants skills for facilitating process

Outcome: An understanding/mastery of process facilitation

Duration: 1 hour 30 minutes

Method: Individual reflection, small group discussion and lecture

Preparation Tasks:

- Prepare for a role-play with two scenes and assign to participants beforehand.
- Prepare copies of the handout on ‘Facilitation Techniques’ for participants.

Materials needed: flipcharts, markers, role-play script

Activities:

Step 1: Reference the concept of facilitation as a key concept to adult learning, referencing the presentation from the first day (use the hand outs for that session as a resource)

Step 2: Ask participants to reflect on facilitation or teaching sessions they have participated in either as facilitators or participants and think about the various methods used in helping learners learn.

Step 2: Put participants into small groups of five to seven persons (depending on the size of the group) and ask them to discuss the following questions:

- *What are the different instructional methods used in facilitation or teaching that helps to involve learners and make them think critically?*
- *How can they be used in the life skills curriculum in particular*

Step 3: Give each group flipchart and markers to record their responses.

Step 4: Bring the small groups back into the big group and ask each group to do their presentation

Step 5: As each group presents, allow other group members to comment on or critique the other group’s presentation, engaging them in an interaction that encourages them to challenge and/or support the ideas being presented.

Step 6: Summarize all of the presentations and make a final input to close the session.

RESOURCE: LISTING OF METHODS

The following types of active learner-centered teaching and learning methods may be found in nonformal education programs. Some of them are used in the Liberia nonformal education courses; others may be adopted by Facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.

Small and large group discussion: Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.

Small group work: Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:

- divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);
- give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;
- visit groups to make sure they are on the right track;
- manage the time well, especially when the small groups are sharing their output with the large group.

Individual work: Throughout the literacy and numeracy courses, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.

Role plays: Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.

Games: Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.

Brainstorming: Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.

Presentation: Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.

Panel discussion: Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.

Pictures: Pictures can be used in different ways during a workshop. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.

Reflection activities - individual, guided, journal writing: Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the Facilitator, where the Facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after

enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.

Review activities: *Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.*

Title of Session: **Applying Facilitation to Life Skills Content**

Objective: To help participant differentiate between facilitation and teaching

Outcome: Articulation of the difference between teaching and facilitation
Facilitation Skills

Duration: 1 hour

Method: Group discussion, Lecture

Materials: Flipchart and markers/chalkboard and chalk

Preparation Task:

- Have the instructions for the role plays and the role you want each person to play written out beforehand.
- During a break or before session begin for the day, select participants you want to participate in the role plays. Explain the instructions for the role plays and the different roles you want each person to play.
- Write discussion questions on flipchart beforehand
- Have flipchart and markers prepared for the group presentation

Activities:

Step 1: Introduce the session and ask for volunteers to role play two different simulations of teaching in a classroom (conventional teaching) and facilitating a group to learn (non-formal learning/facilitation)

Step 2: Ask participants to sit quietly and watch the role plays because they will be discussed later.

Step 3: After the role plays, ask the participants to discuss the following questions in small groups of five to seven persons:

- *What did you see in the first role play?*
- *What did you see in the second role play?*
- *What did each of those leading the session do?*
- *What are the differences between the two?*
- *Which one of them would be more appropriate for helping grown-ups learn? Why?*

Step 4: Provide flipchart and markers for them to write their responses on and prepare to make a presentation

Step 5: Take the group presentations, noting mainly what each of the lead persons did and the differences between the two role plays.

Step 6: Using their presentations as a basis, do a brief lecture on what facilitation is, the role of the facilitator and some of the problems that one can encounter as a facilitator.

Instructions for role play:

Scene One: A class comprising of 6 students and a teacher is being held. The teacher puts a topic on the board and goes on to explain without asking questions. At the end the teacher expects the students to have a full understanding of the topic.

Scene Two: A facilitator and group of 6 students are in a nonformal education class. The facilitator presents the topic and asks the students what they expect to learn. He or she puts in small groups to discuss and summarizes their points.

Use the topic below as the content to be presented during the role play.

Positive and Negative Sides of Conflict

<i>Positive Sides</i>	<i>Negative Sides</i>
<i>Leads to behavioral change</i>	<i>Instability</i>
<i>Helps one to understand himself or herself</i>	<i>Poor health</i>
<i>Creates opportunities for building peaceful relationships</i>	<i>Emotional problems</i>
<i>Leads to creative and innovative behaviors</i>	<i>Stress, frustration and depression</i>
<i>Enhances constructive decision-making</i>	<i>Fear</i>
<i>Helps to cement or strengthen relationships</i>	<i>Loss of confidence</i>
<i>Helps to clarify misunderstandings between the parties</i>	<i>Fear</i>
<i>Helps to find out the root causes of disputes</i>	<i>Anger</i>
<i>When people resolve conflicts constructively it enhances effective communication skills</i>	<i>Insecurity</i>
	<i>One loses his or her anger making him or her to have temperamental behaviors</i>
	<i>Leads to fatigue</i>
	<i>Creates peacelessness</i>
	<i>Limits co-operation</i>
	<i>Leads to too much focus on oneself</i>

Title of Session: **Module A: Understanding Myself**

Objective: To identify at least 5 components of participants' identity

Outcome: Participants gain more knowledge about who they are and identify possible options for constructive living

Duration: 1 hour

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Introduce the topic, “Self-Awareness” as a key component of life skills.

Psycho social well being competencies include:

- Describe one's personality traits
- Develop, value and describe relationships that demonstrate care and respect for oneself and others
- Increase self-confidence as indicated by demonstrating ability to articulate one's most important values, strongest skills and talents, and recent accomplishments

Step 2: Ask participants to share in buzz groups what it means to be self-aware and what makes it a skill.

Step 3: Allow participants to share their ideas with the larger group.

Step 4: Clarify the meaning of self-awareness: a skill that enables people to understand and appreciate their strengths and weaknesses. When people have this skill, they can use it to make judgments about what they can do and not do. In order to be self-aware, we need to know our identity, that is, our name and its meaning, culture, values, interests. Knowledge of this personal identity helps one to make decisions and choices that are consistent with one's capabilities, culture and opportunities.

Step 5: Divide participants into 3 groups to discuss the different components of their identity. [Responses will include name, nationality, country, county of origin, sex, natural appearance, character traits, values, skills]

Step 6: Distribute a poster sheet to each participant. Ask each of them to draw an outline of their own portrait. This should not be a perfect image rather a sketch of themselves. Ask each participant to post the 'figures' on the wall and be certain that each has the owner's name on it.

Step 7: Ask each participant to write against their portraits the responses to the following questions:

1. *Who are you?*
2. *What is your nationality?*
3. *What are your beliefs?*
4. *What are your perspectives about money, the opposite sex, power, family, truth, privacy, ect. [This question relates to values. Participants can list their values which may not be included in this list.]*
5. *What food do you like most?*
6. *What other things do you want other people to know about you?*

Step 8: Ask few volunteers to read out what they have written about themselves. Then discuss the following

1. *What is the most interesting thing you learned about yourself during this activity?*
2. *What new things have you learnt about yourself?*
3. *In what ways can this activity help you to build your self-esteem and get along with others?*
4. *How can you apply knowledge, skills, values and attitudes gained from this session to your personal lives, family and local community?*

Step 9: Summarize the main points discussed on self-awareness, its link to self-esteem and importance to living with ourselves and others.

Title of Session: **Lesson Planning: Understanding Myself**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan from this module for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture).

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro-Teaching: Understanding Myself**

Duration: 2 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen

Outcome: Trainers will have experienced a real facilitation of a life skills lesson from this module

Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Step 3:

If there is time, choose a second lesson to be presented from the module and repeat the same process.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

Title of Session: **Module B: Health and Hygiene**

Objective: To identify components of health and hygiene module

Outcome: Participants gain more knowledge about health and hygiene and how to communicate it effectively to learners

Duration: 1 hour

Method: personal reflection, buzz groups, small group discussions

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Introduce the topic, “Health” as a key component of life skills.

Health competencies include:

- Use knowledge of how the body works to avoid health risks
- Speak and listen to others who are faced with common illnesses
- Describe and demonstrate refusal, negotiation and collaboration skills to enhance health and/or avoid health risks

Step 2: Ask participants to share in buzz groups their understanding of health in 2 minutes.

Step 3: Ask participants to share their ideas with the larger group. Clarify the meaning of health as not only the absence of disease but also the state of complete physical, social, emotional and mental well-being of an individual.

Step 4: Briefly explain the meaning of internal and external factors. Divide participants into 4 groups depending on the size of the group to list some internal and external factors that influence a person’s health.

Step 5: Ask groups to share their ideas with the larger group. Include other responses not found in each category. External factors could include the change of weather, genetics, unsafe air or water, gender eg. women have ovarian cancer while men suffer from prostate cancer or cancer of the testes. Internal

Title of Session: **Sexual and Reproductive Health**

Duration: 1 hour

Objective: To enable participants to facilitate sessions on sexual and reproductive health issues

Outcome: Participants gain more knowledge on reproductive health and how to communicate it effectively to learners

Method: personal reflection, buzz and large group discussions

Materials: poster sheets, flipchart, markers, chalkboard and chalk

Activity:

Step 1: Introduce the topic, “Sexual Reproductive Health”. Give the definition of Sexual Reproductive Health as the state of complete physical, mental and emotional well-being in all matters relating to the reproductive system its functions and processes. This suggests that people are able to have with adequate reproductive health have a satisfying and safe sexual life, can have children and can make a choice as to whether they would like to have children and if so, when and how to have them.

Step 2: Ask participants to share in buzz groups the meaning of sexuality for 5 minutes and share their ideas with the larger group then clarify with the correct meaning. Clarify the meaning of Sexuality: It is about our bodies, thoughts, feelings and behaviors as males and females. It includes issues related to gender, sex, pleasure, relationships and reproduction. People express sexuality through their thoughts, beliefs, desires, attitudes, values, behaviors, roles and relationships. Sexuality is different from sexual intercourse, which is the act of a man putting his penis into the vagina or anus of a woman or man and ‘having sex’.

Divide participants into 4 to 5 groups depending on the size of the class and ask participants to list some health problems people experience when it comes to sexuality and reproduction.

Step 3: Bring the participants to the larger group to share their ideas. Write the sicknesses or illnesses on the flip chart.

Step 4: Ask participants to list some contributing factors that promote the incidence of reproductive health illnesses. [Responses may include: Poverty, Lack of education, culture, power, low status, lack of access to quality health care, etc.]

Step 5: Divide participants into 5 – 6 groups depending on the size of the group to discuss and list ideas on the following questions:

- i. *What is the role of teachers in sexual and reproductive health?*
- ii. *What are some of the challenges teachers face in sharing reproductive health information in the family or school?*
- iii. *What can teachers do to remove some barriers in discussing reproductive health issues with males and females?*

Ask each group to appoint a reporter to present on behalf of the group. This activity will help teachers share their experiences that will create an enabling learning environment. For instance inviting a traditional birth attendant or midwife, separating males from females for discussion on a particular topic and bringing both sexes together to share what they have learned.

Title of Session: **Demonstration Lesson: Teenage Pregnancy**

Duration: 1 hour

Objective:

- To gain knowledge on how reproduction occurs
- To list the functions of the male and reproductive sex organs
- To list at least 5 consequences of early pregnancy

Outcome: Participants gain more knowledge on pregnancy and communicate it effectively to learners

Method: personal reflection, group work

Materials: Poster sheets, flipchart, markers, chalkboard and chalk,

Activity:

Step 1: Introduce the topic, “Teenage Pregnancy” and ask participants to give its meaning.

Step 2:

Divide participants into 4 – 5 groups depending on the size of the class to discuss the causes and consequences of teenage pregnancy. Give each group a poster sheet to draw a ‘causes and consequences tree’. Give a clear instruction on how participants can do this: Write ‘People have Sex at an Early Age’ on the trunk of the tree. Ask the participants to think of all the reasons for this risk and write them on the roots of the tree. Put everyone’s ideas – do not edit them. Ask participants to then think of all the consequences of the risk situations and list them on the leaves of the tree. [This activity should be done in 15 minutes.]

Step 3:

Place a blank tree on the flip chart paper. This should be large enough to incorporate the ideas of the group.

Bring the groups together to share with the rest of the participants. Write all causes on the roots and consequences on the leaves of the tree. Clarify roots and consequences from individual groups.

Step 4: (30 minutes)

Give a presentation on how pregnancy. Presentation points should include: puberty, menstruation – at what age does a girl start to menstruate, signs of menstruation, what is the menstrual cycle and its length, when a woman or man is fertile, products to be used during. Entertain questions from participants on pregnancy.

Step 5: Give some complications on early pregnancy:

- Most girls’ bodies are not ready for a safe and healthy birth. Young mothers are more likely to develop toxemia (which causes seizures, “fits”) during pregnancy.
- Because their bodies may still be too small for a baby to come out, mothers under age 17 are more likely to have long, difficult labors, and blocked births.

- Without medical help, a woman with any of these problems can die. Blocked births can also damage the vagina, causing *urine* and *stool* to leak.
- Babies born to girls younger than 17 are more likely to be born too small or too soon. If girls between the ages 15 – 19 years are already pregnant, they should try to see a trained midwife or health worker as soon as possible to find out how to have the safest birth.

Step 5: Summarize and evaluate what participants have learned.

Title of Session:

Demonstration Lesson: Sexually Transmitted Diseases

Duration: 1 hour

Objective:

- To share one way in which STIs are transmitted
- To share signs and symptoms of 5 sexually transmitted diseases
- To discuss which sex is at higher risk of contracting STIs and 3 reasons why
- To list 5 ways in which participants can prevent STIs

Outcome: Participants gain more knowledge on STIs and reduce risks of contracting STIs

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk,

Preparation: Write description of role play on sheet and share with volunteers before the beginning of this session

Activity:

Step 1: Introduce the topic, Sexually Transmitted Infections. Ask one or two participants to give the definition of STIs.

Step 2: Ask participants to share their experiences on STIs. This can be a family member, friend or the participants themselves. Do not force participants to share if they do not wish to do so.

Step 3: Divide participants into 4 – 5 groups to develop and perform role plays on how people contract STIs, signs and symptoms and what people do when they contract these infections.

Step 4: Ask participants to perform the role plays.

Step 5: Debrief with these questions:

What did you see happening in the role plays?

What are some pressures people experience when it comes to making sexual decisions?

What usually happens when people get to know they have contracted STIs?

What should be the most appropriate thing to do when one contracts an STI?

Step 6: Do a presentation of STIs, signs and symptoms, preventative measures, treatment and effect of STIs.

Step 7: Summarize key messages:

- To be safe when you are having sex only with each other, you should know that you are both free of HIV, or use condoms until you have a test.
- If your partner has HIV, having sex only with that person will not protect you unless you use condoms.
- People with the 'X' who used a plastic bag all the time or refused to shake hands, will not have infected anyone or been re-infected.

- People living with HIV can protect themselves from more HIV and their friends and partners by enjoying sexual activities without intercourse or by using condoms.

Discussion/Facts

- STIs should only be treated at a health facility.
- When experiencing symptoms of STIs, one should go right away to the health facility for treatment.
- If found infected, seek and take full dose of medication that is provided by the service provider at the health facility.
- Make sure you and your partner go along to the health facility for full treatment.
- After the full treatment, partners should make sure to go back to the health facility for another test to find out if he/she has been cured.
- Avoid having sex until you both complete the treatment.
- If one of the partners have multiple sex partners, make sure they have sex using a condom next time. Remember condoms prevent against pregnancy and STIs.

How can one prevent him/herself from getting STIs?

- It is important that one should avoid many sexual partners and always use condom as a means of preventing STIs
- Discussion Facts
- Safe sex with one regular uninfected sexual partner should be encouraged.
- Avoid having unsafe sex with someone that you know briefly
- Always use condom (male/female) correctly if one must have sex
- Do not have sex while on treatment for STI
- Make sure to look at your partner's private part to ensure that there is no sign of STI
- If your partner has any of the signs and symptoms of STI, encourage him/her to visit the nearest health center for treatment
- Always visit the health facility for follow-up on your treatment of STI

Resources on STIs

SEXUALLY TRANSMITTED INFECTIONS (STIs) have been around for a long time, but in recent years new ones have been discovered, such as HIV, and the number of people suffering from STIs has increased. The table below lists some of the most common STIs and information about each of them.

	Syphilis	Gonorrhea	Chlamydia	Candida (yeast)
How do you get it?	Unprotected sexual contact	Sexual contact.	Sexual contact	Can occur in women who have not had physical contact
Common names	The pox	Shot, Drip, clap, dose		Thrush, yeast
How long before the infection starts to show?	Stage 1: 1 – 3 months Stage 2: 3 – 6 months Stage 3: Many years	1 – 10 days	1 – 3 days	No set time frame
What are the symptoms?	Stage 1: a painless sore called a chancre Stage 2: fever, headache, and a rash Stage 3: very ill, and the cause is not always easy to find	Women: Many women have pelvic pain, painful urination, vaginal discharge, or fever or no symptoms Men: Discharge from penis, painful urination, or no symptoms	Women: Pelvic pain, vaginal discharge, painful and frequent urination, bleeding after sexual intercourse or no symptoms Men: Discharge from penis, painful urination or no symptoms	Women: Thick white discharge, swelling of vulva, painful and frequent irritation, itching around genitals Men: Swelling, redness, itching of the penis
Treatment	Antibiotic (See the health facility for the right treatment.)	Antibiotic (See the health facility for the right treatment.)	Antibiotic (See the health facility for the right treatment.)	Vaginal cream for women and men) (See the health facility for the right treatment.)
What are the effects if untreated/	<ul style="list-style-type: none"> • Severe infection • Infertility • Skin diseases • Paralysis • Mental 	<ul style="list-style-type: none"> • Pelvic infection • Infertility • Blindness in baby • Sterility in men • Risk of tubal pregnancy • Facilitates HIV 	<ul style="list-style-type: none"> • Severe infection of reproductive organs • Facilitates HIV transmission 	<ul style="list-style-type: none"> • Extreme discomfort • Burning when urinating

	<p>illness</p> <ul style="list-style-type: none"> • Arthritis • Baby may be born blind or stillborn • Facilitates HIV transmission 	transmission		
	Genital Herpes	Hepatitis B	Venereal Warts	
How do you get it?	Sexual contact Direct contact with a sore	Sexual contact Body fluids	Skin-to-skin contact with venereal warts Sexual contact	
Common names	Blisters	Jaundice	Warts	
How long before the infection starts to show?	2 – 20 days	1 – 6 months	1 – 6 months	
What are the symptoms?	Painful blisters break into open sores. Sores can be found on the mouth or sex organs. Or no symptoms.	<p>Stage 1: flue, fatigue, weight loss, painful joints</p> <p>Stage 2: jaundice – the skin and whites of the eyes are yellow.</p> <p>Stage 3: gradual recovery</p>	<p>Small painless bumps grow on the genitals, with a slight itching or burning. They may be inside the vagina in women and the urethra in men. There may be no outward signs.</p> <p>Women need a pap smear to tell</p>	
Treatment	<p>Once infected the virus stays in the body for life.</p> <p>There are antiviral medications</p>	<p>Rest and given to healthy food</p> <p>Lifelong infection</p> <p>A vaccine can be given to prevent this infection.</p>	Removed by burning, freezing or minor surgery, but this does not cure the infection.	

	that can prevent the sores from reappearing, but they are not widely available.		
What are the effects if untreated/	Sores will go away without treatment, but often reappear when the person is ill or stressed. Facilitates HIV transmission	Associated with liver cancer Can cause liver disease and death Can pass on to a baby	Grow large and spread. Can lead to cervical cancer. Can be passed on to a baby.

Title of Session: **Demonstration Lesson: HIV/AIDS**

Duration: 1 hour

Objective:

- To understand ways how people are exposed to HIV in the community
- To list 5 ways in which people protect themselves from contracting HIV
- To understand the impact of people's behavior on the spread of HIV in the community

Outcome: Participants understand pregnancy gain more knowledge on reproductive health and how to communicate it effectively to learners

Method: personal reflection, buzz group, paper

Materials: paper, flipchart, markers, chalkboard and chalk

Activity:

Step 1:

Inform the participants that they will all participate in a game that shows how HIV spreads in the community. The roles that people play are decided by chance. The game does not imply that anyone in the group has or hasn't HIV. Remind the group that any of us might have HIV and not know it if we have not had an HIV test. Some people may know that they have HIV infection but prefer not to tell others. So play the game carefully without hurting each other.

Introduce the song "The More We Are Together".

Instructions for the game:

1. Make the same number of small pieces of paper as numbers of participants. Mark an X on one tenth of the pieces and fold all the papers so no-one can see what is written.
2. Ask all participants to take a piece of paper, but not to look at it until instructed to.
3. Ask participants to walk around the room and shake hands with one person and remember their name. [Participants sing the song as they walk around the room.]
4. Repeat so that participants shake hands again with one person and remember their name.
5. Repeat once more.
6. Ask everyone to look at what is written on his or her slip of paper.
7. Ask the people with the 'X' to come forward. These people are those who have HIV infection in the game.
8. Ask everyone who shook hands with 'X' on the first round to come and sit in the middle.
9. Ask everyone who shook hands with 'X' in the second round or with any of the people sat in the middle, to sit in the middle.

10. Ask everyone who shook hands with 'X' in the third round or with any of the people sat in the middle, to sit down.

Step 2: Stop the game after 10 minutes and debrief by asking these questions:

What is the handshake pretending to be? (Sexual intercourse) Stress that you cannot get HIV through shaking hands.

How many people have been exposed to HIV through shaking hands? [Ans.: They have been exposed to HIV but we do not know whether they are infected or not. This is because not everyone who is exposed becomes infected. For example, there are many couples where one person is infected and the other is not even though they have sex without a condom. We can be infected the first time we have sex or the 50th time, but we do not know when.

Count how many people were exposed on this round of the game.

What did the people who were not exposed do to stay safe?

Point out that HIV can spread unknown through the community because at first, there are no signs or symptoms and the virus remains in the body for life.

Step 3: Do a presentation on HIV/AIDS outlining the meaning of the acronyms, the difference between HIV and AIDS and the conditions that are favorable for HIV to enter the body.

Step 4: Entertain questions from the participants.

Step 5: Ask participants to state some false beliefs people in their communities have about HIV/AIDS

Step 6: Replay the game, but this time participants have a choice to protect themselves from HIV. *Ask the participants how they can protect themselves from HIV?* Make sure they include:

- Abstinence
- Having sex with one partner who does not have HIV and only has sex with you
- Having sex only using condoms
- Having sex without intercourse (fingertips shake)

1. Explain that the plastic bags represent condoms; or people can refuse to shake hands with anyone; or the same two people can shake each other's hand three times.

2. Ask people to decide on their strategy and prepare. For instance participants can persuade the opposite sex using words or Liberian slangs that will motivate the other person to shake his or her hand or displaying material possession, etc.

3. Shake up and hand out the papers again, asking people not to look at them. Repeat the instructions for the three rounds, emphasizing that people should do their own actions, not listen to the facilitator's instructions.

4. Repeat as in round 1 to find how many people are infected this time.

Step 7:

1. Ask everyone who shook hands with an 'X' on the first round to come and sit in the middle, unless they were wearing a plastic bag.
2. Ask everyone who shook hands with 'X' on the second round or any of the people in the middle to sit in the middle, unless they were wearing a plastic bag.
3. Ask everyone who shook hands with 'X' on the third round or any of the people in the middle to sit down, unless they were wearing a plastic bag.
4. Ask the people who are still sitting on the outside to explain what they were doing during the game.
5. Ask the following questions and explain what the answers tell us. Remember that anyone who has the mark, X, is already infected whatever their behavior but they can prevent infecting another person if they abstain or wear a condom.

Step 8: Stop the game after 10 minutes and debrief with these questions:

1. *What were the plastic bags?* [Response: The plastic bags represent condoms;
2. *What was the person who refused to shake hands doing? (Not having sex) Are they infected? (Not unless they had a cross)*
3. *How did they feel when they were refusing to shake hands? How did others feel when they refused to shake hands? How do they feel now?*
4. *What happened to the two people who shook hands with the same person all the time (having sex with one person who only has sex with you)?* If they shook hands with a person with a condom they will not be infected. If neither of them had HIV and they only shook hands with each other they will not be infected. If the person they shook hands with had HIV or they had HIV, both will be in the middle. In real life, one may still not be infected.
5. *What were the people who touched fingertips doing?* They were enjoying sexual activities without intercourse, such as caressing. *Did they get HIV?* No, because no semen, vaginal fluids or blood got onto the genital organs.
6. *How easy or difficult is it to prevent oneself from having unprotected sex? Why?*
7. *How do our behaviors affect our goals in life?*

Step 9: Summarize

Ask people to summarize which people did not get exposed to HIV during this game.

- Anyone wearing a bag over their hand.
- Anyone who refused to shake hands.
- Anyone who shook hands with the same person throughout if that person did not have HIV.
- Anyone who did fingertip shaking.

Resources on HIV/AIDS

HIV is transmitted through the passing of infected bodily fluids, into the body and blood of another person. Three things must be present for this to happen:

*There must be a large enough **quantity** of the virus to cause infection. HIV is only found in large amounts in the blood, semen, vaginal fluids and breast milk of an infected person. A person is most infectious shortly after being infected and when they begin to get sick frequently.*

*The virus must be of a high enough **quality** to cause infection, ie. not damaged by heat, bleach or other chemicals.*

*There must be a **route** for the infected bodily fluid to reach the cells in which it needs to live. It can only enter through the thin, wet skin on the genitals and breaks, cuts or sores on the skin or in the mouth.*

- *Eating together from same plate, cup or chop bar*
- *Sharing toilets and bathrooms*
- *Being bitten by mosquitos or other insects.*

HIV is transmitted in the following ways:

- *Sexual intercourse (vaginal, anal or oral) with an infected person*
- *Blood Transfusion (whenever blood is infected with HIV the viruses is given to someone through blood transfusion, this person would be infected by HIV that is when he receives the contaminated blood)*
- *Injections with dirty needles or cutting with instruments that have not been sterilized (this includes dirty needles used by a drug user, barbers. The virus can also be contracted during male and female circumcision, ear piercing and tattooing, and more persons shaving with the same razor blade.*
- *Mother-to-child: An infected mother can transfer the virus to her unborn child while the baby is in the womb, when giving birth or whilst breast-feeding.*

*HIV is **not** transmitted through the following activities:*

- *Shaking hands*
- *Kissing (if there is no bleeding in the mouth)*
- *Touching or hugging*
- *Visiting and talking*
- *Caring for a sick person, including feeding and washing them*

Ways of protecting ourselves from HIV

Abstinence: *Do not have sex until you are married and then stay mutually faithful to that partner. Abstinence is the only method that provides 100% protection against sexually transmitted HIV.*

Be faithful to you one sexual partner: *Being faithful in a relationship means avoiding other sexual relationships, married partners and others in partnership need to remain committed to living with each other and nobody else to avoid bringing HIV/AIDS into the relationship.*

Use a condom every time you have sex: *Using condom (male and female) always and correctly during sex is the most effective way to reduce the risk of HIV infection and other STIs. Condom prevents the man's discharge from entering the woman's vagina.*

Avoid forced sex: Rape – forcing sex on an unwilling partner may lead to sore on the private part. This is a high risk of sex that can easily lead to HIV infection.

Avoid sharing razor blades, scissors, or anything that can cut the skin. This may put one at risk of HIV infection.

Some things to watch out for:

- *We cannot protect each other by choosing healthy looking partners because we can have HIV for ten years or more without any symptoms. It is important for us all to have an HIV test so we can decide on how to protect each other effectively.*
- *Although HIV does not transmit every time we have sex, it is possible to get HIV from one round of sex without a condom.*
- *The more partners we have frequent, unprotected sex with, the greater the risk of spreading HIV.*
- *We need to think before having sex and change our behavior to minimize risk of HIV infection. Some regard sex as a game to be played like football, but that is a dangerous attitude. We need to enjoy our sexuality safely and talk about it together.*
- *Condoms can offer 90% protection if we use them correctly every time we have sex.*
- *Withdrawal of the penis before ejaculation is not safe because the fluid that comes out before ejaculation may contain HIV. People can give each other pleasure and love by enjoying sexual activities that do not involved sexual intercourse.*

Title of Session: **Lesson Planning: Health and Hygiene**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Life skills lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan from this module for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture).

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro-Teaching: Health and Hygiene**

Duration: 2 hour 30 min

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on life skills

Outcome: Trainers will have experienced a real facilitation of a life skills lesson from this module

Materials needed: Lesson Planning Worksheets, flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

For this micro-teaching make sure that you ask a participant a lesson from the reproductive health topics so that facilitators can learn how to handle facilitating a sensitive topic.

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Step 3:

If there is time, choose a second lesson to be presented from the module and repeat the same process.

Ensure there is a balance of lessons on general health vs. sensitive topics (especially those related to reproductive health)

NOTE: *The following lesson is not listed in the main schedule. This is an extra demonstration lesson. It is optional to implement- either as a demonstration of lesson during the communications module or after the regular sessions in the evening. Again, demonstration of this particular session is optional and the Master Trainer should draw upon it as needed- it can be demonstrated by one of the participants or the Master trainer during the micro teaching period or it can be demonstrated outside normal training hours.*

Title of Session: **Demonstration Lesson: Good Decision Making**

Duration: 1 hour

Objective: To understand the (unconscious) process we go through when we make decision and to practice applying a good decision-making model to real life situations

Outcome: Participants make good decisions when faced with real life situations

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk,

Preparation: Write description of role play on sheet and share with volunteers before the beginning of this session

Activity:

Step 1:

Give an introduction on decision-making as a key life skill. Explain that most of what people do in life is based on the decisions they make without being aware of how they arrived at decisions. Whenever we face a problem that needs us to make choices, there is a certain thought process we go through. This is sometimes done so quickly that we are not aware of it. Every decision-making process is made up of the following steps:

Step 2:

Ask two participants perform a role play.

Step 3:

Debrief by with these questions:

- *What did you observe in the role play?*
- *How does the role play relate to decision-making?*
- *What is the problem the husband is faced with?*
- *What are his choices?* [Responses include: Choice 1: Ignore treatment. Choice 2: Seek treatment and tell wife immediately, Choice 3: Go for treatment and not tell wife at all.]

Step 4: Present the steps in decision-making:

- Define the problem or **challenge** you are facing.
- Explore the **choices** that you have.
- Choose one of the above choices.

- Identify the **consequences** of this choice.
- **Do**—Act out the choice you have made.
- **Evaluate**—Look back at your decision and see if it was a good one. If not, choose another one and repeat the process.

Step 5:

Give each participant an A4 paper and imagine that he or she is playing the role of the husband. They are to list the choices and the positive and negative consequences of each choice. Based on the consequences of each choice, arrive at a decision. Think on why you made that decision and how the values influenced the decision you made.

Step 6: Go over the Decision-making model. Clarify that decision making is usually done alone but people may seek other people's opinion before making a decision.

Step 7: Ask participants to share how useful this activity was and how easy or difficult it was for them to use the model.

Step 8: Summarize with these points:

- The best decisions are made when we have all the facts.
- We must think of all the consequences of any choice, but especially any negative consequences there may be.
- People make wrong decisions sometimes. The important thing is to realize this and take steps to correct it.
- It is not always easy or possible to go through this thought process when making a decision. Sometimes we do not have time to think of consequences and we have to make a quick decision to ensure our safety or survival. It is therefore up to us to weigh the consequences and do what is right for the time and situation.

Instructions for Role play:

You were employed with a company in Lofa and usually visit your family in Bong County every two months. While in Lofa, you have been involved in frequent unprotected sex with another woman. You return to your wife and children in Bong and after several days you notice some unusual discharge from your penis. You suspect you have an STI but you are worried that your wife will find out that you are having an affair.

HANDOUT FOR DECISION MAKING LESSON

Decision-Making Worksheet

Choices	Positive Consequences	Negative Consequences
Choice 1		
Choice 2		
Choice 3		

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Title of Session:

Module C: Communication

Objective: To identify key aspects of communication

Outcome: Participants gain more knowledge about communication and how to communicate it effectively to learners

Duration: 1 hour

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.
- Write scripts for role play and assign to 4 volunteers

Activities:

Step 1: Introduce the topic, “Communication” as a key component of life skills.

Communications competencies include:

- use simple strategies that support clear and effective communication
- List simple situations when miscommunication with others causes problems
- Use several simple strategies for listening actively, for example to ask clarifying questions, or give examples and ask for comments on their examples’ relevance to the speaker’s points, etc
- Use several simple strategies for speaking clearly, such as using ‘I’ statements; making a point and giving a(n) example(s)
- Use simple strategies for monitoring communication, such as re-stating accurately for clarification, summarizing and asking if the summary was accurate, using eye contact; etc.

Activities:

Step 1: Assign 4 volunteers, 2 to a script to act out the role plays. Ask the other participants to listen attentively and take note of the words used and feelings expressed.

Description of skits:

Skit 1:

Evelyn: Marie, you talk too much. Why did you tell your friend about the problem I shared with you yesterday? You never keep secrets and that’s everyone in the village does not trust with you. What I secretly told you about my conflict with my boyfriend has no become talk of the village. This all happened because you talk too much and tell everyone secret friends share with you. From now onwards, I’ll not tell you my secrets.

Marie: Who cares about your complaints? I am fed up and disgusted about your childish grumblings. You should blame yourself for always creating conflicts with your boyfriend. You are ungrateful and don’t care about anyone except yourself. I will miss nothing if you cease to be my friend. Don’t ever talk to me again.

Skit 2:

Evelyn: Marie, I really felt bad when I heard that you told other people in the village about the conflict I had with my boyfriend. In fact that conflict has been settled peacefully. What I told you in confidence is no longer a secret, because you told other people what I share with you. I value our friendship a lot but right now I do not feel safe and confident trusting you.

Marie: I would like to express how deeply sorry I am for what has happened to you. I value our friendship, which I have come to rely on for the last two years. I really would like to make up for this unfortunate incident. I want to assure you that in the future, I will not betray your trust. I hope I can continue to be your friend. Please forgive me. I am grateful to you for your openness to me. (Adapted from Turay, Karbo Draft Peace Education Manual)

Step 2: After the skits have been acted out, ask participants to discuss the following questions:

What words did Evelyn and Marie use to express their feelings?

How did they express their feelings?

Does this happen in real life? (Give examples)

How easy or difficult is it for people in our communities to use any of these methods?

What causes this kind of behaviors demonstrated by the both characters?

Step 3: Present the following basic steps for using I-Messages:

1. I feel (State the EMOTION.)
2. "When you (State the behavior – be SPECIFIC.)
3. "Because...(State the effect the behavior has on YOUR LIFE)

Step 4: Give examples of I-Messages and encourage participants to practice saying I-Messages. Give them feedback

Step 5: Ask participants to describe what important lesson they learnt about communication in conflict situations. Why is this important?

Step 6: Ask participants to give an example of an I-Message.

Step 7: Help Participants understand how this activity is a role play and how communications lessons can be facilitated in an interactive way that makes the situations realistic.

Title of Session: **Lesson Planning: Communications**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan from this module for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture).

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro-Teaching: Communications**

Duration: 2 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen

Outcome: Trainers will have experienced a real facilitation of a life skills lesson from this module

Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

For this micro-teaching make sure that you ask a participant a lesson from the reproductive health topics so that facilitators can learn how to handle facilitating a sensitive topic.

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Step 3:

If there is time, choose a second lesson to be presented from the module and repeat the same process.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

Title of Session: **Module D: Peace and Civic Education**

Introduction

The way we perceive conflict influences the way we respond to it. If we perceive conflict as something bad and destructive, there is a tendency to avoid conflicts and express emotions that could affect others negatively.

Objective: To describe conflict means and list at least 4 words that are associated with conflict

Outcome: Participants identify key aspects of peace building

Duration: 1 hour

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Introduce the topic, “Peace and Civic Education” as a key component of life skills.

Step 2: Ask participants to draw an umbrella (The umbrella should have spaces). They are to reflect on a recent conflict they have experienced in their lives and think of words they associate with this conflict. Ask participants to fill a word in each of the spaces on the umbrella.

Step 3: Divide participants into 4 – 5 small groups and ask them to share the words they have written on the spaces on the umbrella. Give each group a poster sheet and ask participants to come up with their own “umbrella of conflict” that summarizes each group member’s “conflict umbrella”. Ask each group to define what conflict means to them.

Step 4: Ask each group to share their umbrella of conflict and definition of conflict with the larger group.

Step 5: Summarize the main points discussed by the group. Share your definition of conflict and ask participants to identify the similarities and differences (if any) between your definition and theirs.

Step 6: Present the facts on conflict as follows:

- Conflict is a fact of life. It is therefore, a natural phenomenon.
- Conflict has both positive and negative aspects.
- Conflict in itself is not bad. It is our responses to conflict that give a negative meaning of conflict.
- Conflict and violence are not the same.
- Conflict is not a choice. It is inevitable. On the other hand, violence is a choice.
- Conflict is deeply woven into the fabric of our lives, from our thoughts and family members to our interaction with groups and organizations.
- Conflicts can be resolved constructively using transformation techniques.
- Conflicts can be destructive if not handled in good and productive ways.

Step 7: Present the Conflict Cycle

Step 7: Present the Conflict Cycle

Cycle of violence

Facilitator(s) should present this session with the cycle illustration

1. Realize loss
2. Suppress grief, fears
3. Experience anger
4. Desire revenge (retributive Justice, right, history)
5. Aggression
6. Feel injury (pain, shock, denial also realize loss)
7. Mourn, express grief
8. Accept loss, confront fears
9. Identify needs (dehumanize enemy)
10. Tolerance and willingness to coexist
11. Choose to forgive (commit to take risks)
12. Rewrite history (negotiate: solutions, joint plans)
13. Establish justice (restorative over retributive)
14. Reconciliation

Title of Session: **Lesson Planning: Peace and Civic Education**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Nonformal education lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan from this module for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture).

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro-Teaching: Peace and Civic Education**

Duration: 2 hours

Objective: To enable participants create a lesson plan and demonstrate a lesson

Outcome: Trainers will have experienced a real facilitation of a life skills lesson from this module

Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

For this micro-teaching make sure that you ask a participant a lesson from the reproductive health topics so that facilitators can learn how to handle facilitating a sensitive topic.

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Step 3:

If there is time, choose a second lesson to be presented from the module and repeat the same process.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

Resources For The Trainer On Conflict

- ❖ *Conflict – is the differences in thoughts, behavior or feelings between two or more people.*
- ❖ *Violence – is the exertion of physical force on another person, object or even oneself, as in the case of suicide due to misunderstanding,*
- ❖ *Conflict prevention-activities that seek to put stop to misunderstanding and prevent them from becoming violent.*
- ❖ *Conflict management activities that seek to stop, cool down prevent further palaver and prepare a common ground for peaceful co-existence.*
- ❖ *Conflict Resolution- activities that seek to discover, identify and resolve the underlying root causes of the conflict.*

Type of conflict

- 1. Conflict with oneself*
- 2. Conflict between two persons*
- 3. Group conflict – between two or more groups or among more than two persons.*
- 4. Conflict within a country*
- 5. Conflict between two or more countries*
- 6. Global conflict*

Sources of palaver

- ❖ *Palaver about power*
- ❖ *Land palaver*
- ❖ *Palaver of institution/within organization*
- ❖ *Relationship palaver (man and woman business)*
- ❖ *Poverty – when people are poor they frown at children, partners other family members or even friends*
- ❖ *Value conflicts*
- ❖ *Structural conflicts*
- ❖ *Interest conflict*
- ❖ *Race conflict*
- ❖ *Money palaver*
- ❖ *Family palaver*
- ❖ *Religious palaver*
- ❖ *Cultural palaver*

Causes of palaver

- ❖ *Disrespect*
- ❖ *Misunderstanding/misinformation*
- ❖ *Differences in thought/style on what is relevant*
- ❖ *Strong emotions*
- ❖ *Misperception*
- ❖ *Unequal power/authority*
- ❖ *Unequal control of resources*

- ❖ Differences in priority
- ❖ Disadvantage
- ❖ Bad governance
- ❖ Violation of rules and regulations
- ❖ Not valuing others culture
- ❖ Lack of information/ignorance

The good and bad side of palaver (effect)

<i>Good</i>	<i>Bad</i>
<i>Helps to make people talk about problems</i>	<i>Shifts people's attention away from dealing with issues</i>
<i>Makes people settle their problem</i>	<i>Brings about bad feeling such as dissatisfaction anger and distrust</i>
<i>Makes people talk to one another freely</i>	<i>Hurts people</i>
<i>Brings about new ideas</i>	<i>Brings about hatred/lack of love</i>
<i>Strengthens people to take decision/make a choice</i>	<i>Makes people have pain in their mind or heart</i>
<i>Gives people idea how to settle their problems</i>	<i>Leads to fight</i>
<i>Makes people work together again</i>	<i>Breaks people apart/disunity/separation</i>
<i>It helps to develop the mind</i>	<i>Breaks down society code (eg. Children lacking societal values, no respect for the elders, no respect of rules etc.)</i>
<i>Makes you aware of other hidden issues</i>	<i>Makes people not to work together freely</i>
<i>Stimulates people to be creative</i>	<i>Leads to war</i>
<i>Brings about self reliance</i>	<i>Leads to destruction of life and properties.</i>
<i>Helps people to know your identity/identity tribal route</i>	<i>Brings about insecurity</i>

Palaver song: Don't let palaver grow

When someone make you vexed
Try to fix your palaver (2x)
When you are vex with someone
Try to fix your palaver (2x)
Don't let palaver grow grow 2x
Don't let palaver spread spread 2x
Don't let palaver turn to fight 2x
Don't let palaver spoil your mind 2x
Don't let palaver destroy your country 2x
Don't let palaver kill your people 2x
Don't let palaver turn to war –gun sound pa, bom, dedens,

Some non-violent approaches to conflict

Protest marches

Hunger strike

Petition

Sit-in actions

Boycott

Strike

Civil lawsuit

Soothing

Counseling

Accommodation

Compromise

Mediation

Negotiation

Arbitration

Litigation

Title of Session: **Service Learning**

Duration: 1 hour

Objective: to learn how to actualize service learning according to the topics of the life skills curriculum.

Outcome: Participants produce a service learning plan

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1:

Trainer reviews session on Day of Service Learning with participants, asking them to recall what they remembered and bring up several relevant examples of service learning.

Trainer should remind the participants that service learning follows the general themes of the life skills content area, reinforcing that it cuts across all content areas, though it originates in life skills. A service learning activity should be conducted twice per semester, therefore two activities between September 2010 and January 2011.

Planning and action should be a joint collaboration of all those teaching the curriculum in any one school site.

Step 2:

Trainer provides other examples, walking through 1-2 practical examples of service learning.

Step 3:

Gather facilitators into groups of three. Each group identifies and produces a service learning activity, delineating

- the activity
- What goal it meets
- Who would be involved (other teachers, community, stakeholders, local leaders, etc. as relevant)

Title of Session: **Evaluation**

Objective: To get participants' feedback on the session so as to improve future sessions/workshops.

Outcome: Participants feedback

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Ask participants to discuss in buzz groups the following questions:

- *What was good about the sessions: facilitation, participation, learning outcomes, etc.?*
- *What was not so good?*
- *What can you suggest to make improvements?*

Step 2: Take feedback from participants, clarify anything that needs to be clarified and thank them.

WORK READINESS

Title of Session: **What is Work Readiness?**

Work Readiness is defined as the skills and abilities that enable an individual to develop awareness of the world of work. This may include knowledge of the labor market, occupational information and a host of other areas. There are three key things to remember about work readiness: work readiness has to do with finding a job, keeping the job and growing in the job.

Objective: To help participants reach a common understanding of the definition of work readiness

Outcome: A common understanding of the definition of work readiness

Duration: 1 hour

Method: Buzz Group

Preparation Tasks:

- Write out discussion questions on flipchart/chalkboard

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: In buzz groups, ask participants to share their understanding of what work readiness means.

Step 2: Take feedback from the participants on flipchart.

Step 3: Summarize the participants' feedback and give additional input.

Compare participants understanding with the topics covered in the curriculum framework on work readiness.

Title of Session: **Why Introduce Work Readiness**

Liberian society encompasses a diverse work environment from rural to urban areas. Formal employment opportunities to self employment opportunities abound in all counties across Liberia. To become work ready, Liberians need to develop knowledge and skills that will provide the ability to perform a variety of job functions and duties while learning to work properly with others and project the right attitudes for all work situations and environments.

Objective: To help participants understand the background of the situation that impelled the introduction of the Work Readiness Curriculum

Outcome: An understanding and articulation of the background for the introduction of work readiness

Duration: 45 minutes (depending on the size of the group)

Method: Buzz Group

Preparation Tasks:

- Have discussion question written on flipchart/chalkboard for participants to see
- Have flipchart and markers/chalkboard and chalk to record participants' responses

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: Introduce the topic and explain to participants that there is a reason for introducing a new concept, idea or knowledge.

Step 2: Ask participants to discuss in buzz groups the following question:

- *Why is Work Readiness being introduced through the non-formal education?*

Step 3: Take responses from the group and write them on the flipchart/chalkboard. You will notice that most of the responses provided will be about improving or changing attitude, a way of life or the community/society.

Step 4: Follow up their responses with the question 'why' until they realize that the country has many youths who did not have a normal childhood due to the war and that affects the way they behave. Help them realize that they also do not have any skills at all – soft skills or hard skills (technical skills)

Step 5: In summary, draw on experiences from other programs (e.g. NCDDRR, ALP dropouts, etc.) that had tried to provide some form of skills for youths but these youths still end up in the same state if not worse; and the attitudes these youths exhibit in these programs and in jobs in which they are placed. Assert that as way to mitigate these shortcomings, the Work Readiness Curriculum is being introduced to afford youths to be prepared for the job market or self employment.

Title of Session:
Overview of Work Readiness Modules

Duration: 1 hour

Objective: To help participants understand why work readiness is being taught, understand the definition of content module area

Outcome: participants understand the concept of work readiness

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture

Activities:

Step 1: Introduce the topic on content by making a short presentation on the layout of the module and lessons

Step 2:

Prepare Presentation on specific modules and their definitions, brief read through of each module

Step 3:

Answer any initial questions on the curriculum content

Title of Session: **General Overview of Work Readiness Key Terms**

Objective: To clarify key terms and concepts as well as to familiarize participants with the components of the module

Outcome: Understanding and articulation of key terms and concepts

Duration: 1 hour

Method: Lecture, group work

Preparation Task:

- Copies of facilitator manual for work readiness curriculum should be on hand
- Have ready A4 paper and pens for participants to record questions on key terms and concepts

Materials: Work Readiness Facilitator's Manual, A4 paper, pens, flipchart and markers/chalkboard and chalk

Activities:

Step 1: Introduce the session and do a quick overview of the key parts of the module.

Step 2: Divide participants into the actual teams they will be facilitating in and have them go through the module familiarizing themselves with the processes and content.

Step 3: After about thirty minutes ask them to record any term or concept they need clarity on. Let them bring this list to the big group.

Step 4: Take the questions for clarification, group by group. Ask others to share what they know about the questions on key terms and concepts.

Step 5: Where there is need for better explanation, provide and summarize.

The trainer can bring in additional life experience to make each topic/term in the work readiness manual come alive. Feel free to call on the NFE Coordinator or other resource persons present at the training who may be able to provide additional elaboration of key concepts and terms.

Title of Session: **Understanding the Content**

Understanding content shows the extent to which a facilitator correctly understands the learning material being presented in a session to learners, whether it is information related to the subject matter or other areas. If a facilitator does something that is at different from what is presented in the curriculum or instructional materials, it shows a lack of mastery of the content area.

Objective: To help participants to articulate information on the content area

Outcome: An understanding of the content area (topics) in work readiness

Duration: 2 hours

Method: Small Group Discussion

Preparation Tasks:

- Write presentation of module and lesson layout on flipchart/chalkboard
- Write discussion questions on flipchart/chalkboard
- Have flipchart and markers/chalkboard and chalk to record participants' responses

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: Put participants into small groups of seven to nine depending on the size of the group and give each participant one copy of the work readiness curriculum if they do not already have it.

Step 2: Assign a module from the curriculum to each group of participants to discuss the following questions:

- *Review the content area of each module and write down questions on the content area that you do not understand.*

Step 3: Bring participants back together in the large group and ask each of the groups to present their questions from the review. Have other participants participate in responding to the questions posed by each group.

Step 4: Clarify/modify responses that may not be to the point and respond to questions that the participants are unable to address.

Step 5: Do an overall summary of the content area.

Title of Session: **Lesson Planning for Work Readiness**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Work Readiness lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 2.5 hours

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture)

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Ensure that teachers develop lessons plans, one each from Module A, B, C, D, E.

Assign homework that participants design lesson plan for other lessons that evening.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro Teaching: Work Readiness –Personal Leadership**

Duration: 2 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a work readiness lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module A, Personal Leadership in the Work Readiness Manual. Let each teacher choose a specific lesson and develop a lesson plan. Give 20 minutes to create their lesson plan.(if

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Understanding Process/Method**

Objective: To build participants skills for facilitating process

Outcome: An understanding/mastery of process facilitation

Duration: 1 hour

Method: Individual reflection, small group discussion and lecture

Preparation Tasks:

- Write discussion questions on flipchart
- Handout on Methodology

Materials needed: flipcharts, markers

Activities:

Step 1: Ask participants to reflect on facilitation or teaching sessions they have participated in either as facilitators or participants and think about the various methods used in helping learners learn.

Step 2: Put participants into small groups of five to seven persons (depending on the size of the group) and ask them to discuss the following questions:

- *What are the different methods used in facilitation or teaching that helps to involve learners and make them think critically?*
- *How and when are they used?*

Step 3: Give each group flipchart and markers to record their responses.

Step 4: Bring the small groups back into the big group and ask each group to do their presentation

Step 5: As each group presents, allow other group members to comment on or critique the other group's presentation, engaging them in an interaction that encourages them to challenge and/or support the ideas being presented.

Step 6: Summarize all of the presentations and make a final input to close the session

Title of Session: **Micro Teaching: Work Readiness –Career Planning**

Duration: 1.5 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a work readiness lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module B Career Planning in the Work Readiness Manual. Let each teacher choose a specific lesson and develop a lesson plan. Give 20 minutes to create their lesson plan.

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Practicing Facilitation Methods Using Work Readiness Curriculum**

Duration: 2 hours

Objective: To allow participants acquire facilitation skills by doing micro-facilitation with the lessons just created

Outcome: Participants demonstrate facilitation skills through teaching, Participants become agile in delivering sessions on work readiness content

Preparation Tasks: Take material for group presentation and place it on flipcharts. Trainers should use the lesson plans they created from the previous exercise

Materials: flipchart and markers/chalkboard and chalk, lessons created from previous exercise

Method: small groups, practice sessions

Activities:

Step 1:

Introduce the session and divide the participants into two groups.

Step 2:

Ask participants to take a copy of the lessons and the plan they created in the previous exercise.

Step 3:

Introduce the session and ask for volunteers to role play two different simulations of teaching in a classroom (conventional teaching) and facilitating a group to learn (non-formal learning/facilitation)

Step 4: Ask participants to sit quietly and watch the role plays because they will be discussed later.

Step 5: After the role plays, ask the participants to discuss the following questions in small groups of five to seven persons:

- *What did you see in the first role play?*
- *What did you see in the second role play?*
- *What did each of those leading the session do?*
- *What are the differences between the two?*
- *Which one of them would be more appropriate for helping grown-ups learn? Why?*

Step 6: Provide flipchart and markers for them to write their responses on and prepare to make a presentation

Step 7: Take the group presentations, noting mainly what each of the lead persons did and the differences between the two role plays.

Step 8: Using their presentations as a basis, do a brief lecture on what facilitation is, the role of the facilitator and some of the problems that one can encounter as a facilitator

Title of Session: **Micro Teaching: Formal Vs. Self Employment**

Duration: 2 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a work readiness lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module C Formal Vs Self Employment in the Work Readiness Manual. Let each teacher choose a specific lesson and develop a lesson plan. Give 20 minutes to create their lesson plan.

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Micro Teaching: Entrepreneurship**

Duration: 2 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a work readiness lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module C Formal Vs Self Employment in the Work Readiness Manual. Let each teacher choose a specific lesson and develop a lesson plan. Give 20 minutes to create their lesson plan.

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Micro Teaching: Work Attitudes and Conduct**

Duration: 1.5 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a work readiness lesson

Preparation Tasks:

Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Look at Module C Formal Vs Self Employment in the Work Readiness Manual. Let each teacher choose a specific lesson and develop a lesson plan. Give 20 minutes to create their lesson plan.

Step 2:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 4: Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*

Title of Session: **Service Learning**

Duration: 1 hour

Objective: to learn how to actualize service learning in the work readiness curriculum

Outcome: Participants produce a service learning plan

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1:

Trainer reviews session on Day of Service Learning with participants, asking them to recall what they remembered and bring up several relevant examples of service learning

Trainer should remind the participants that service learning follows the general themes of the life skills content area, Reinforcing that it cuts across all content areas, though it originates in life skills. A service learning activity should be conducted twice per semester, therefore two activities between September 2010 and January 2011.

Planning and action should be a joint collaboration of all those teaching the curriculum in any one school site.

Step 2:

Trainer provides several examples, walk through 1-2 practical examples of service learning

Step 3: Gather facilitators into groups of three. Each group produces a service learning activity, delineating

- the activity
- What goal it meets
- Who would be involved (other teachers, community, stakeholders, local leaders, etc. as relevant)

Title of Session:
Micro Teaching: Work Readiness

Duration: 2 hour

Objective: to practice the difficult parts of the work readiness curriculum

Outcome: Participants refine their model teaching

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1: Allow Participants to raise have any remaining questions about the curriculum and content answered, whether on methods they found challenging, topics that were difficult to understand, or concerns they have about how to implement or other issues that need to be addressed.

Step 2: After clarifying concerns, ask participants to facilitate model teaching on the topics or using the methods they found most challenging to understand.

Title of Session: **Evaluation**

Objective: To get participants' feedback on the work readiness session so as to improve future sessions/workshops.

Outcome: Participants feedback

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Ask participants to discuss in buzz groups the following questions:

- *What was good about the sessions: facilitation, participation, learning outcomes, housekeeping, etc.?*
- *What was not so good?*
- *What can you suggest to make improvements?*

Step 2: Take feedback from participants, clarify anything that needs to be clarified and thank them.

READING

Title of Session: **The Concept of Reading**

Duration: 1 hour, 15 min

Objectives: . ALP Language Arts Level III teachers will be able to:

- Clearly comprehend and explain the concept of reading
- Outline the basic steps involved in learning how to read

Outcome: ALP Language Arts teachers trained in:

- The concepts and basic principles of reading
- The use and demonstration of reading comprehension skills

Materials needed: Flipchart and markers/chalkboard and chalk, flashcards, poster sheets, scissors, crayons

Activities:

Step1: (5 min) What is Reading?

Ask participants what they think reading is?

- Give one participant a book or text written in a strange and unfamiliar script (Bassa, French or Chinese) and ask them to read and explain it to the class. (If you don't have an unfamiliar script then ask one of the participants to phonetically write down something in a local language not commonly spoken by other participants.)
- Give another participant a book written in English and ask them to read and explain it to the class.
- Ask which participant found the text difficult to read and who found it easier to understand and why it was more difficult or easy

STEP 2 (5 min)

- Lead a class discussion of what reading is:
 - Reading is the ability to understand, interpret and make meaning of printed symbols. It requires that we:
 - Match letter names (grapheme) with the sounds (phoneme) they make called *phonemic awareness*
 - *Decoding*

- Decoding refers to the ability to connect phonemes to letters in order to sound-out unknown words. Decoding is the process of being able to translate sounds written on paper into a word that is pronounced according to the rules of the given language.
- Identify the words in print – a process called ***word recognition***
- Construct an understanding from them – a process called ***comprehension***
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called ***reading fluency***

STEP 3 (5 min)phonemic awareness

- How to break apart and manipulate the sounds in words – this is **phonemic awareness**
example: b-a-t has three sounds: /b/, /a/, and /t/ pronounce (bat)
- Certain letters are used to represent certain sounds – this is the **alphabetic principle**
example: *s* and *h* make the /sh/ sound
- How to apply their knowledge of letter-sound relationships to sound out words that are new to them – this is **decoding**
example: ssssspppooooon – spoon!
-

STEP 4 (15 min) Word Recognition Skill

Brainstorm: Ask participants what is word recognition skill.

Let them share their responses with the class

- After gathering their responses, explain that word recognition skill is the ability to analyze words and spelling patterns in order to become more efficient at reading words – this is **word study**

example: classroom has two words : *class* and *room*.

- To expand the number of words they can identify automatically, called their **sight word vocabulary** . Sight words are high frequency words that readers easily recognize instantly by sight. Through repeated exposure to the same words, instant recognition vocabulary grows. These words are sometimes referred to as sight words or high frequency words. *The, and, to, you, he, went, come, it, and said* are examples of these high-frequency words.

You can recognize and figure out the meaning of a word based on how it is used in a sentence or with the help of other words around it.

For example: The bird **flew** high up in the sky. High up in the sky easily tells you that ‘flew’ means raised up in the air.

Other word recognition skills include:

Family of words (purr, whiskers, tail) refer to a cat

(Spoon, plate, fork, cup) refer to eating

Word pattern an

man, pan, and, fan, ran

ion

Station, potion, ration, action, motion

STEP 5 (10 MIN) Comprehension

- Solicit from participants what is meant by comprehension
- Let them share their responses with the class

Inform students that comprehension is the ability to understand and interpret what you have read by either restating it in your own words or by giving an example.

Comprehension is based on:

- knowledge that reading makes sense
- readers' prior knowledge
- information presented in the text, and

the use of context to assist recognition of words and meaning

Here are some examples of one type of reading comprehension skills

Being able to fill in the correct words in expressions such as the following as you read:

- “Open the d...”

“Tell me a st...”

- “men and w...”
- “fork and sp...”

“mother and f...”

(10 min) Reading Fluency Skills

STEP 6 Discuss with participants that:

Fluency skill is the ability to see larger segment and phrases as wholes as an aid to reading more quickly with speed, accuracy and comprehension.

To read with fluency requires that the reader:

- Immediately recognize a frequent cluster of letters. Eg (ing, ment, ful, etc)
- Learning frequent words by sight (sight words)

- Seeing phrases as wholes (Use **phrasing and expression** so that oral reading sounds like speech)
Read based on the idea or thoughts expressed in the sentence. Reading fluency is not calling words disjointedly. Eg: My name/ was given to me/ by my mother.

Title of the Session: **Using the EGRA Plus Teacher’s Manual in Accelerated Learning Classroom**

Duration: 2.5 hours

Objectives: . ALP Language Arts teachers will be able to:

- understand the steps covered in the EGRA Plus Manual

Outcome: ALP Language Arts teachers trained in:

- will be able to follow the steps in order to teaching reading around a particular piece of written material

Materials : Flipcharts, markers

Utilize coaches trained in the EGRA method to help guide and model how to utilize these approaches.

Activities:

Learning objectives:

- Participants will understand the lesson structure of EGRA Plus Teacher’s Manual
- Participants will state and demonstrate the steps/ guide for teaching EGRA Lesson
- Participants will follow and apply the EGRA Teaching Guide to teach other reading related content

Expected Outcomes:

Participants:

- Clearly understand the structure and composition of the EGRA Plus lesson
- Understand and able to demonstrate the steps/guide for teaching an EGRA lesson
- Able to use and transfer the knowledge and procedure of teaching the EGRA lesson to other Reading related content based material

Materials:

- EGRA Plus Teacher’s Manual
- EGRA short stories
- Copy of ALP teacher’s attendance form
- Sonie Story
- Flash cards, poster sheets, markers, chalk, blackboard, flipcharts

(5 mins) Introduction

What tools exist to help me strengthen reading skills in my class room?

In the past two years, the Early Grade Reading Assessment project did an assessment in other counties in Liberia several years ago and found particular patterns of weaknesses demonstrated by learners in those counties. In order to systematically address these, and strengthen children in the areas where they were weak, the Early Grade Reading Assessment project developed a manual that systematically teaches learners how to read, from step 1.

The CESLY project would like to utilize this manual. Why? Because even though Level 2 and 3 learners are at different levels of reading, we need to go back to the basics and ensure that learners have been trained how to reading in a systematic way, without missing any key building blocks, that are needed in order to layer the next level of learning. While you may think that the readers in your class are far beyond, we found that learners in some Level 3 classes couldn't pronounce the sounds of letters! So CESLY wants to ask you to utilize this manual during the Language Arts session of your classes. If you utilize the manual 3 days out of a 5 day week, learners will be able to reach a certain level of fundamental understanding of the core building blocks of reading before the end of semester 2 in 2010!

What does this manual cover?

The Early Grade Reading Assessment (EGRA) Plus: Liberia Project has developed a manual that systematically introduces skills for teaching through programmed instruction. Each of the 20 lessons covers:

- Phonemic Awareness
- Phonics
- Phonics and Fluency Practice
- Vocabulary and Sight Words
- Comprehension
- Listening Comprehension

The lesson guides in the EGRA Manual are based on the evidence-based reading components that research has shown are essential for the development of strong reading skills: alphabetic (phonemic awareness, phonics, word analysis); vocabulary, fluency and comprehension. The EGRA lessons are heavily focused on the phonological based approach to teaching reading, that is, the relationship between the letters (graphemes) and sounds (phonemes) they represent. This approach is new to most Liberian teachers. To correctly and confidently teach Reading using the EGRA Plus Teacher Manual, the teacher needs a strong and appreciably acceptable knowledge and concept of phonics, as well as an understanding of the other components of teaching reading.

(20mins) Filling in the teacher's attendance forms (EGRA/LP lessons)

STEP 1 Inform teachers that EGRA is taught 3 times a week and the ALP is taught 2 times a week. This gives 18 EGRA lessons and 12 ALP lesson in Language for a marking period.

In the subject column of the teacher’s attendance form, it’s important that the teacher writes Language Arts/EGRA or Language Arts/ALP. This is to easily track whether the teacher is teaching EGRA or ALP, how many times a week and on which day either EGRA or ALP is being taught. This is only for Language Arts teachers.

The ALP Teacher’s manual has lesson numbers, but the EGRA plus does not have; in this case, the lessons will be tracked by the weeks and days, eg. Week 1: Day 1.

The ALP manual has clearly spelled out lesson titles, but the EGRA does not have, therefore the lesson title can be extracted from the boxed in lesson plan or under phonemic awareness: New: (Teach the sounds of /t/ and /a/). See pg 9 of EGRA Manual.

Since phonics is a relatively new concept in most Liberian Public Schools, it is better to teach one letter a day instead of two letters as indicated in the EGRA Lesson Plan. The lesson for Week 1: Day 1 could be ‘t’ and the next day, the lesson for Week 1: Day 2 could be ‘a’. Teaching t’ and ‘a’ the same day may be challenging for both the teacher and the student. However, if the students have background phonetic knowledge, the teacher may proceed to teach both letters on the same day.

A column could be placed on the attendance form for comments: The teacher will state whether the lesson was successfully taught or that it needs to be taught the next day but with different instructional strategies such as grouping, role play, peer to peer learner support, etc.

Date	Signature	Subject	level	Lesson #	Lesson Title
Sept. 1, '10	-	Lang Arts /EGRA	3	Wk 1: Day 1	Teach name and sound of letter ‘t’
Sept. 2, '10	-	Lang Arts/EGRA	3	Wk 1: Day 1	Teach the name and sound of letter ‘a’
Sept. 3, '10	-	Lang Arts/EGRA	3	Wk 1: Day 2	Teach the name and sound of letter ‘o’
Sept. 4, '10	-	Lang Arts/ALP	3	1	Listening to letter name and letter sound

Please record this in your lesson plan book that you will receive.

STEP 3: Understanding the EGRA Plus Lessons

The EGRA plus manual contains lesson plans lesson detailing what to be taught (content) how it should be taught (objectives) and materials to us

The EGRA plus manual has an inserted prepared lesson plan for each lesson detailing what to be taught (lesson) how it should be taught (objectives) and Materials to use. It also has an

Instructional model detailing the teaching methodology; what the teacher and students will be engaged in and practice lessons.

Basically, the manual is built around 3 important Reading Principles:

- | | |
|----|----------------------------|
| | |
| 1. | PHONEMIC AWARENESS |
| 2. | DECODING OF WORDS |
| 3. | VOCABULARY AND SIGHT WORDS |
| 4. | ORAL FLUENCY IN READING |
| 5. | COMPREHENSION |

The concept is:

Letters make words, words make sentences, sentences make paragraph, and paragraph makes stories and so on and on.

This is the building block of Reading!

You can not read a story if you do not understand the meaning of words.

You can not read words if you do not understand the names and sounds of letters (phonics)!

(1 hr) EGRA Lesson Guide

STEP 1; Plan the lesson before you teach. (Use the lesson plan on pg 6 of the EGRA manual as a guide and NOT to be copied word for word in the teacher's daily lesson plan book. As an ALP Level III teacher, you might use the ALP Manual or the EGRA manual or this booklet to plan your lessons)

STEP 2: Teach the name of the letter't'. Write the letter't' on the board and let students call the name of the letter.

STEP 3: Teach the sound of the letter /t/ (remember the letter name is different from the letter sound. (Follow the inserted instructional model on pgs 6 &7 of the EGRA Manual)

STEP 4:

Teach words that begin with the letter't'. Let the students give as many words as possible that has't' and list them on the board. (Toe, take, time, etc)

Teach words that end with the letter't' hunt, rent, spent, heavily emphasizing the end consonant sound. (tttttttt).

Have fun with some alliteration: (Toe taught Tom three technical tricks). The concept is practice the sound of the letter't'

STEP 5 Teach vocabulary and Sight words from the story connected to the lesson on page 8 of the EGRA manual (Toe, the young Hunter) stress the words with the letter't'

Sight words (went, took, met, next, told, forgotten, etc)

Vocabulary or content words: (hunt, rusty, forest, beautiful, Toe) these are Words with the letter “t”

- Tell the students that in order to read and understand the story, they will need to understand some key words. This will also build their vocabulary. They can keep a small note book where they will hold their new words. Take out 3-4 key words and teach: (key words like: tradition, marry, yam, thatch etc.)

Teach vocabulary words by having doing the following with students:

- Decoding the word
- Spelling the word
- Defining the word
- Usage the word in simple sentences

Drawing the word if for example you have a word like cassava, yam, etc or other visual object. If these are portable and available, you the teacher can bring it to class or ask students to voluntarily bring it to class and inform them the day before.

Decode, define and let the students practice by using them in simple but correct sentences.

STEP 6 Begin oral Reading

. It is important at this stage, that the teacher reads the story first. Why? Because, the teacher will model good and oral reading fluency, pronunciation, etc. He/she sets the tune for the class to follow. If the teacher can not, how can the students? It is not the a good practice for the teacher to just open the book and point to any student to read and gets upset if the student is not able to read properly. This intimidates the rest of the class and takes the excitement and fun out of it. It kills the spirit.

- Next, the teacher asks a volunteer or call on a good reader in the class to read the story. This is a form of a peer to peer support and encourages other students to want to try. At this time, it is not wise to call on a student who struggles and finds reading challenging. This may embarrass the student and de-motivate them and break the flow of the lesson.

STEP 7 As the students read, the teacher breaks at each paragraph and asks guided questions such as: What happened in this paragraph, why do you think this happened, if that were you, what would you have done and why? What do you think will happen in the next paragraph? Remember, these are the questions you planned at home! Let's students guess or predict the outcome? This helps to stimulate their curiosity.

- At this point, you can have students read chorally. Choral reading helps insecure and shy students to join in the lesson while learning from the others. But as they read orally, assess who is reading well who is just moving lips. You may now call on less confident students to try and read.

They will make mistakes, but you have to be very patient and encourage them using positive reinforcement and be firm in not allowing others to tease and laugh at them. This is very important! There are cases of students dropping from and hating school because they are mocked and laughed at by their peers and even including the teachers. Wrong!!

- Reading Skills to teach may include: Note, not all these skills can be taught in a single lesson. You may want to teach one or two depending on the reading level of the students.
 - Finding the main idea
 - Finding details
 - Sequencing
 - Cause and Effect
 - Facts and Opinion
 - Predicting the outcome from context clue
 - Summarization
- Make sure as many students as possible take turn in reading not only those raising their hands but include those sitting far in the corner as well. You may encourage students to stand in front of the class to read. Though this is initially difficult for most students, they will get used to it and may eventually like it in the end. This drives away stage fright as well. During the reading, the boys may read once sentence while the girls read another sentence and so forth.. This can be real fun. Or you can break the class into groups and they can take turn reading by sentences or by paragraphs and after, group 1 can ask group 2 questions from the story while they teacher guides the process and award points and later announce the group with highest points as the “Readers of the Day” and let them come in front and the class clap for them. This will surely generate positive academic competition and students will want to come to school everyday.

STEP 8 Questions of different thinking levels should be asked to find out if students have understood what has been read. These questions will range from the simpler to higher order questions:

- Example of questions:
- What is the name of the main character in the story? (Knowledge- recalling information from memory)
- Summarize the paragraph in your own words. (Comprehension – Ability to understand what has been read or heard)
- Draw a picture of one of the characters in the story. Do a small role play on what happen in the story. (Applicable- doing and putting into practice what has been learned)
- Tell whether a statement is true or false. (statement from sales men or politicians). Drinking a tea spoon of honey every morning every makes you very clever. Cellcom is the best GSM company in Liberia. (Analysis – Breaking down ideas to fine out facts)
- Write a short paragraph about what you may have done if you were one of the characters in the story. (Synthesis-putting ideas together to come up with a new idea)

- Explain whether a character was right to do what he or she did. Eg. Was Sumo right to refuse to buy his children clothes for Christmas? (Evaluation- making judgment and drawing conclusion based on facts)

- **STEP 9** Next Teach the Elements of a Story:

- Title (The name of the story)
- Author (A person that writes a story)
- Setting (The place and time a story takes place)
- Characters (People or animals that act in a story)
- Main Character (The person a story is centered around. The main character always have a serious problem to solve)
- Helping Character (The person or animal that helps the main character to solve his/her problem)
- Antagonist(The person or animal fighting against the main character)
- Plot (Secret plan or main action in the story)
- Climax (the highest point or end of the story)
- Morale (the lesson or message of the story)
- Fiction (a make belief story, not true, can't happen in real life)
- Non fiction (a true and real life story)

STEP 10 Tie and link the story to real life of the students by doing the following with students:

- Let students draw or sketch characters or a scene in the story that best appeal to them and teacher display students' drawings in the classroom.
- Have students do a role play or drama of key characters in the story.
- Encourage if appropriate a small guided debate by students centering on such issues as for example: (Was this character right to do what he did?) Pros and cons.
- Students can write their own stories, poems, etc

STEP 11

Remind teachers that they received the guide last year. They may have already taught a series of the session from the manual. This academic year they should continue teaching all the lessons until they complete them.

When they finish the lessons, they should move on to utilizing “Sonie’s Story” and other reading text as data for the manual.

Title of Session: **Micro-Teaching: Using the EGRA Manual**

Duration: 2.5 hours

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson using EGRA Manual

Outcome: Trainers will have experienced a real facilitation of a lesson from this manual

Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Give each individual 15- 20 minutes to read

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Put participants into small groups of five to seven (depending on the size of the group) and ask them to discuss the following questions:

- *What methods were used to involve learners?*
- *How did the facilitator interact with the learners?*
- *Do you think students will actually learn to read if they participate in this lesson?*

Step 3:

If there is time, choose a second lesson to be presented from the module and repeat the same process.

Then repeat it with a third lesson.

Title of Session: **Using the Evidence-based Approach to Reading in Accelerated Learning Classes**

Duration: 1.5 hour

Objectives: . ALP Language Arts teachers will be able to:

- Apply the steps covered in the EGRA Plus Manual to other kinds of reading content

Outcome: ALP Language Arts teachers trained in:

- will be able to follow the steps in order to teaching reading around other kinds of reading content

Materials : Flipcharts, markers

Activities:

Step 1:

Wider Application Than The Egra Manual

The EGRA Manual shows you an approach of how to take a story and teach someone to read.

Use this approach to take any story and use that story to teach someone to read!!!!

“Life in Voinjama, a story about Sonie is one example. Please use that story and apply the steps above!

Step 2:

Read the following story.

Sonie Comes to Monrovia

In Monrovia Sonie met her aunt Deddeh. She told her what had happened in Voinjama. Deddeh was happy that she had not married.

“It’s better that you go to school,” she told Sonie. “Education is good. Once you are educated nobody would disregard your rights so easily. And you could get a job, a home, and marry a man of your choice, and not get forced on a man you don’t want.”

“I thought so, too,” Sonie said with a laugh.

Deddeh sold small, small things in the market. Sonie began to help her sell in the market, too. Deddeh helped pay Sonie’s school fees.

One day Deddeh gave Sonie \$2,500.00 Liberian dollars, which was all her market money. She sent Sonie to buy 5 boxes of candles for \$300.00, a gallon of vegetable oil for \$650.00, a box of toothpaste for \$850.00, and half a bag of rice for \$675.00. And then she told Sonie to return with the change, after she had bought all the goods.

Sonie went to a goods store and bought everything, with each goods costing exactly as Deddeh had told her.

Finally, when she was leaving, she asked, “I’ve change from the money, isn’t it?”

“There’s no change,” the man told her.

“But my aunt said you’ll give me change,” she stammered.

“There’s no change,” the man shouted, driving her out of his store.

Collaboratively discuss with teachers how you could apply each aspect of the EGRA approach to the story.

1. PHONEMIC AWARENESS
2. DECODING OF WORDS
3. VOCABULARY AND SIGHT WORDS
4. ORAL FLUENCY IN READING
5. COMPREHENSION

First discuss with teachers how you would focus on phonemic awareness using the story.

Next together look at how you would decode words in the story.

Engage different teachers in the room and think of creative ways they can utilize decoding.

Then look at vocabulary and sight words. What are the common sight words, that are hard to pronounce but one simply needs to be able to recognize.

Next, ask teachers how they would allow students to practice oral fluency. Would they gather learners in pairs? Would they have one read aloud? Would they have them meet in small groups?

If a student is reading and makes a mistake, should the teacher correct every mistake?

Next move into comprehension.

What comprehension questions would you ask regarding this text? Allow teachers to develop samples of different questions. How would they ask the questions? In small groups? In pairs? In front of class? In homework assignments?

Utilize coaches trained in the EGRA method to help guide and model how to utilize these approaches.

Title of Session: **Preparing Teaching and Learning Materials Using Evidence Based Approach to Reading**

Objective: To prepare instructional materials

Outcome: Materials that teachers can take back to their classrooms.

Duration: 45 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk, scissors, poster sheet, markers, glue, locally available resources (string, other items that teachers need)

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.
- Collect locally available resources.

Activities:

STEP 1:

Remind participants of the first day of the reading training where they looked through the EGRA manual and brainstorm what kind of materials they think they would need in order to make reading come alive for the learner.

Some examples include:

Reading and Language Arts

Flash cards for vowels

Flash cards for sight words

Flash cards for consonant pairs

Flash cards for blends

Flash cards for sight words found in the EGRA plus manual

Flash cards for suffixes

Flash cards for prefixes

Decorated story boards

Important pieces of information

Names of the months

Names of the colors

Names of geographic sites in Liberia

Names of students

Material to place on a bulletin board

Making a user-friendly holder or hanger for flash cards, using locally available resources

Making a hand-made book in which students can write their own stories

STEP 2: Provide learners with materials and ask them to construct materials.

STEP 3:

This is a follow on to the session earlier in the week. The participants should bring their materials for show and tell, demonstration and teaching others how to use the materials.

There will be another session for show and tell at end of the reading session. So participants should take it for homework to continue to make and create additional resources.

Remind participants: After you create your materials you need to keep them in a safe place so that they do not fly around and get lost. Think about how you will transport them back to your school. Think about how you can attach items to the wall in a low cost manner.

When you get back think about continue to create materials for each lesson where you find a need.

Title of Session: **Lesson Planning**

Duration: 45 min

Objective: To allow participants to create lessons plans on the ALP lesson plan template, using the EGRA approach but apply it to a new piece of text

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a different story from the Sonie Story booklet and ask them to create a lesson plan from this module for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture).

Utilize the format of the Accelerated Learning lesson found in the lesson plan book.

They should make sure to include the following components in their lesson plan .

- | | |
|----|----------------------------|
| 1. | PHONEMIC AWARENESS |
| 2. | DECODING OF WORDS |
| 3. | VOCABULARY AND SIGHT WORDS |
| 4. | ORAL FLUENCY IN READING |
| 5. | COMPREHENSION |

Utilize coaches trained in the EGRA method to help guide and model how to utilize these approaches.

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan, making sure that the different aspects of evidence based approach to reading are incorporated and that adult facilitation techniques are utilized.

Title of Session: **Micro Teaching: Using Sonie’s Story**

Duration: 2.5 hour

Objective: to practice the new techniques presented

Outcome: Participants refine their model teaching

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1: Utilizing the lesson plans they developed in the last session, Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2: After clarifying concerns, ask participants to facilitate a lesson.

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

- *Do you think students will actually learn to read if they participate in this lesson?*
- *What parts could be made clearer?*
- *Was the presentation of the lesson appropriate to an older youth?*

Step 3:

If there is time, choose a second lesson to be presented and repeat the same process.

Then repeat it with a third lesson.

Title of Session: **Reading Comprehension**

Duration: 45 min

Objectives: . ALP Language Arts teachers will be able to:

- Explain the purpose of reading
- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills

Materials needed: Flipchart and markers/chalkboard and chalk, flashcards, poster sheets, scissors, crayons

Activities:

STEP 1: (10 minutes) What is the purpose of Reading?

STEP 1 : Gather from participants what drive or motivate them to read and why do we read?

STEP 2 After gathering their input, inform participants that we read for different reasons, some people read to:

- See reading as an opportunity to explore their **interests**
 - Reading to develop and improve career, hobby, etc.
 - Reading Education, Agriculture, Law, Economics, etc
- Reading to gain or acquire **knowledge and** understanding to expand your intellectual capacity
 - Reading to pursue ideas, concepts,
- Appreciate the **pleasures** of reading
 - See reading as fun
 - Reading for leisure
 - Reading for relaxation and recreation
- View reading as a **social** act, to be shared with others

- Reading to increase your social/community participation
 - Health, environment, peace and civic education
- Reading to built skills in environmental issues (pollution)

STEP 3 Reading Comprehension Skills

- Reading requires understanding, or comprehending the meaning of print. Readers must develop certain skills that will help them comprehend, understand and interpret correctly what they read and use this as an aid to reading.

Acquiring Reading Comprehension skills is the ability to use context and prior knowledge to aid reading and to make sense of what one reads and hears.

STEP 4 10 min Group Work

- Break Participants in 4 groups (Group A, B, C, D)
- Let each group list 5 Reading Comprehension Skills and give one example of each.
- Let them share their work with the class one group at a time.

STEP 5 Walk participants through the following Reading Comprehension Skills

(30 min) Finding Main Idea

STEP 1 Ask participants what they think a main idea is.

STEP 2 Discuss with them that:

The main idea of the paragraph tells what the paragraph is about. The sentence that contains the main idea is sometimes refer to as the main idea sentence. The main idea, depending on the structure of the paragraph can be found at beginning of the paragraph, the middle or the last sentence.

The other sentences that support the main idea sentences are called detail or supporting sentences.

STEP 3 Discuss with students what they think the main idea in this paragraph is.

Yassah likes to go to school. She gets up early in the morning at 5:30am to do study her lessons. She then cleans and do her house chores. She is the first to get on the school campus though she lives 2 kilometers away from the campus. She likes to lead the morning assembly and helps the teacher to get the other students ready for morning devotion.

- What is the main idea in this paragraph and why?

- What are the supporting or detail sentences and why?

The main idea sentence in the paragraph is:

- Yassah likes to go to school is the main idea sentence in the paragraph
- She gets up early in the morning at 5:30 am to do study her lesson and the other sentences are detail or supporting sentences.

STEP 4 Practice

- Let the students practice with the activities below:

Read the paragraph and then select the main idea for the paragraph.

1.	<p>The frog sat on the side of the pond. He was very still. His green color made him hard to see. A bug flew near him. His tongue zipped out, and he gobbled it up. Then the frog was still again. He waited for the next bug.</p> <p>The main idea in this passage is:</p> <p>a) Frogs are green.</p> <p>b) Frogs eat bugs. (correct answer)</p> <p>c) Frogs do not move.</p> <p>d) Frogs live in ponds.</p>
2.	<p>It was backward day at school. The students had to do things backward. Some of them wore their T-shirts backward. They took a test before they studied the lesson! Dessert was served first instead of last. They tried to walk home backward, but they bumped into each other and fell down.</p> <p>The main idea in this passage is:</p> <p><input type="radio"/> A Dessert is supposed to come last.</p> <p><input checked="" type="radio"/> B The students had a backward day. (correct answer)</p> <p><input type="radio"/> C It is hard to do things backward.</p> <p><input type="radio"/> D Students failed their tests.</p>
3.	<p>Jon held the ball in his hands. He bounced it slowly on the ground. Once. Twice. He crouched low and then jumped. The ball flew into the air. Up, up, up, it went. Then down, down, down, into the basket. "Yes!" he yelled. "Nothing but net!"</p> <p>The main idea in this passage is:</p> <p><input type="radio"/> A How to throw a basketball.</p> <p><input type="radio"/> B Jon could jump.</p> <p><input type="radio"/> C Jon liked basketball.</p> <p><input checked="" type="radio"/> D Jon makes a basket. (correct answer)</p>

Title of Session: **Reading Comprehension: Context Clues**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Explain the purpose of reading
- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills

Materials : Flipcharts, markers

Activities:

STEP 1:

- Brainstorm
Ask students what context clue means

STEP 2: Tell students that:

Context clue is understanding what a word, phrase or idea means based on the words or phrases around it and how it is used in a sentence or paragraph.

Text book writers usually know when they must use a word that will be new to their student readers. So they often include other words or phrases to help with the understanding of the new word. These words or phrases are referred to as context clues. They are built into the sentences around the difficult word. If you become more aware of the words around the difficult words you encounter in your reading, you will save your self many trips to the dictionary. You will be able to make logical guesses about the meanings of many words

STEP 3: Discuss with students what this word means based on how it is used in the sentence.

*Tamba is **an intelligent** student. All his grades are 90 and 100. He goes honor roll every marking period.*

What do you think the word intelligent and why? What are the clues?

STEP 4: Practice Activity (Find what word in heavy type means using context clue.

1.	<p>Musu is brilliant in math class because she had never gotten a problem wrong.</p> <p>Using the explanation clue, the word brilliant in this sentence means</p> <div> <div> <input type="radio"/> A smart (correct answer) </div> <div> <input type="radio"/> C wrong </div> </div> <div> <div> <input type="radio"/> B mistaken </div> <div> <input type="radio"/> D incorrect </div> </div>
2.	<p>The tornados ruined the whole town to the point that nothing was left standing.</p> <p>Using the explanation clue, the word ruined in this sentence means</p> <div> <div> <input type="radio"/> A destroyed (correct answer) </div> <div> <input type="radio"/> C created </div> </div> <div> <div> <input type="radio"/> B saved </div> <div> <input type="radio"/> D constructed </div> </div>
3.	<p>We could tell by the bad odor, that something rotten was in our trash can.</p> <p>Using the explanation clue, the word odor in this sentence means</p> <div> <div> <input type="radio"/> A ample </div> <div> <input type="radio"/> C bad smell (correct answer) </div> </div> <div> <div> <input type="radio"/> B alive </div> <div> <input type="radio"/> D appealing </div> </div>
4.	<p>Phyllis felt excited when she won the race.</p> <p>Using the explanation clue, the word excited in this sentence means</p> <div> <div> <input type="radio"/> A sick </div> <div> <input type="radio"/> C tired </div> </div> <div> <div> <input type="radio"/> B miserable </div> <div> <input type="radio"/> D happy (correct answer) </div> </div>
5.	<p>The sly burglar was able to sneak into the house without being heard or seen.</p> <p>Using the explanation clue, the word sly in this sentence means</p> <div> <div> <input type="radio"/> A strong </div> <div> <input type="radio"/> C clumsy </div> </div> <div> <div> <input type="radio"/> B loud </div> <div> <input type="radio"/> D sneaky(correct answer) </div> </div>
6.	<p>The voters were so upset about the outcome of the election that a clash broke out and the police had to break it up.</p> <p>Using the explanation clue, the word clash in this sentence means</p> <div> <div> <input type="radio"/> A fight(correct answer) </div> <div> <input type="radio"/> C hurricane </div> </div> <div> <div> <input type="radio"/> B sunshine </div> <div> <input type="radio"/> D creature </div> </div>

Title of Session: **Reading Comprehension: Cause and Effect**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom, through identification of cause and effect

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills, through identification of cause and effect

Materials : Flipcharts, markers

Activities:

STEP 1 Brainstorm

Ask participants what is cause and Effect:

STEP 2 Explain to participants that a situation will have a cause and effect.

A situation has a reason, origin (cause) and a result or consequence. When something is done it leads or makes another thing to happen. Events and situation are not isolated, they are connected. What occurs or happens has an impact or effect and an effect has a cause and reason.

Ask students to tell what the cause is and what the effect:

The glass broke in to pieces.

The glass fell from the table

The cause is: A glass fell from the table

The effect is: The glass broke into pieces.

STEP 3: Practice Activity

Match the effect with its cause.

	<u>Effect</u>		<u>Cause</u>
1.	_____	A bee lands on the flower.	a. Tutu is out of breath.
2.	_____	The cat lapped it up.	b. The boy spilled his milk.
3.	_____	The glass window cracked.	c. The pig lies in the mud.
4.	_____	She ran up the stairs.	d. The flower is bright and fresh.
5.	_____	The kite flew!	e. The wind blew.
6.	_____	It looked neat.	f. I stayed up late.
7.	_____	I am very tired.	g. The girl made the bed.
8.	_____	Kollie flew his kite at the park.	h. It was a windy day.
9.	_____	A bird gobbled it up.	i. A man threw a rock.
10.	_____	He gets dirty.	j. A worm wiggled.

Cause and Effect

Write your own effect for each cause. Use your imagination and write a complete sentence.

1.	Cause:	The sun is shining.
	Effect:	_____
2.	Cause:	Jacob heard a bell ring.
	Effect:	_____
3.	Cause:	Ramon loves animals.
	Effect:	_____
4.	Cause:	Kara put a book and snack in her backpack.
	Effect:	_____
5.	Cause:	I planted some seeds.
	Effect:	_____
6.	Cause:	Jake would not go to bed.
	Effect:	_____
7.	Cause:	
	Effect:	_____

Cause and Effect

Each sentence describes an effect. Write your own cause. Use your imagination and write a complete sentence.

1.	Cause:	_____
	Effect:	Our morning newspaper is wet.
2.	Cause:	_____
	Effect:	Some flowers are growing.
3.	Cause:	_____
	Effect:	He jumped over it.
4.	Cause:	_____
	Effect:	The dog panted.
5.	Cause:	_____
	Effect:	The glass window cracked.
6.	Cause:	_____
	Effect:	The man cut it.
7.	Cause:	_____
	Effect:	_____

Title of Session: **Reading Comprehension: Fact and Opinion**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom, through identification of fact and opinion

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills, through identification of fact and opinion

Materials : Flipcharts, markers

Activities:

STEP 1 Inquire from participants what fact is and what is an opinion.

Encourage students to discuss this in pairs and share their responses with each other.

STEP 2 Trainer gives clarification. Facts are statement or ideas that are generally acceptable because they can be proven by recognized scientific study, finding, investigation, data or survey.

2+2=4 is a fact. This statement can be proven and is true nobody what part of the world you go to (Africa, America or Europe)

Facts:

- a) Smoking is dangerous to your health.
- b) Education the key to success in life.

STEP 3 Opinion is a statement or idea that expresses the view, belief or judgment of a person or group.

- c) My mother is the best woman in the world.
- d) Football or soccer is the best sport in the word.

STEP 4 Discuss with participants that a) and b) are facts because

they are universally true and can be proven.

c) and d) are not generally true because these are the personal views or feelings of people that have no backed by independent study or data.

STEP 5: Encourage participants to give one statement that is a fact and one statement that is an opinion. Let the class discuss why they think the statement is a fact or opinion.

STEP 6: Practice Activity:

Let students Write fact if the sentence is a fact. Write opinion if the sentence is an opinion.

1.	_____	Liberia gained her independence in 1847
2.	_____	Torborgee is the most delicious dish in Liberia
3.	_____	Cell phone has made communication faster and easier.

➤
Activity

- Let participant write 5 fact statements and 5 opinion statements

Title of Session: **Reading Comprehension: Sequencing**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom, through identification of sequencing

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills, through identification of sequencing

Materials : Flipcharts, markers

Activities:

30 mins sequencing

STEP 1 Brainstorm

- Solicit from students what they think is sequencing...

STEP 2 Sequencing is the skill or ability to correctly put ideas or concepts in proper logical order. Ideas can be sequenced chronological order (time), or order of importance or priority.

In sequencing, words such as first, than, next, later, finally, etc are frequently used.

STEP 3 *Weah got up in the morning. Next he took is bath than he got dressed. After he ate his breakfast of cold rice. Finally, he gathered his books and went to school.*

STEP 4 What did Weah do first, second, third, fourth, fifth, etc.?

To be successful a person must gain a good education, find a job, earn money and raise a family.

What sequencing is found in this statement?

STEP 5 Practice Activity

- Give the below activity as a practice

Fill in the blanks to put the group of sentences in order. Write 1 in the blank for the first sentence, 2 for the second sentence, and so on.

3.	_____	By the end of the day, it had started to rain.
	_____	We went to the market this afternoon.
	_____	First, it was very hot and sunny.
	_____	Later, clouds covered the sun, and it actually felt cool.
	_____	The weather was strange.
4.	_____	On weekends, Mom would try to spend as much time with me as she could.
	_____	She'd leave early for work, so I went to my grandmother's until school began.
	_____	At the end of the school day, Grandma would pick me up from school.
	_____	When I was five, my father passed away.
	_____	My mother had to work very hard to keep food on the table.
	_____	Mom would come home for dinner, and then work into the evening hours.

STEP 6:

Let each participant write a short paragraph.

Then they trade with another participant and that participant order the details in sequence.

Title of Session: **Reading Comprehension: Summarizing**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom, through summarizing

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills, through summarizing

Materials : Flipcharts, markers

Activities:

STEP 1 Brainstorm

- Solicit from students what summarizing is.

STEP 2

Summarizing is the ability or skill to sum up what has been read or said. To be able to recap the main points in a story and paraphrase it in our own words is an important reading skill.

STEP 3 Activity

Take the materials on Sonie's Story. Read the paragraph and answer the questions.

Life in Voinjama

Once there was a girl in Voinjama named Sonie. She was about 16, tall and dark, with short hair plaited in cornrows. Together with Mama and Papa she lived in a mud hut with thatch roof.

Sonie had a younger brother named Sarkor. He was fifteen but taller than she was. Sarkor was a quiet boy who liked to help Mama and Papa.

Sonie was obedient and hardworking. Each day she went along with her parents and her brother to their farm in the forest. She would help them plant rice, cassava, eddoes, and yam.

Sometimes she stayed home, cleaning up the house and washing her parents' clothes. She cooked and kept the pots and pans clean, too.

One day Sonie was sitting with Mama and Papa. Suddenly Mama said:

“Sonie, the chief would like to marry you. He sees that you’re hardworking and says you would make a good wife.”

“I don’t want to marry him,” Sonie said, suddenly angry.

“Why wouldn’t you marry him?” Papa asked, frowning at her.

“The chief is 65 and I’m only 16,” she told Papa. “And he has got three wives and many children.”

“That is so,” Papa said, “but it’s tradition. You must marry the chief at all cost.”

“No, I don’t want to marry him,” Sonie pleaded, sobbing. Then she got up and ran out of the hut.

Ask the questions:

- a) Where does Sonie live?
- b) What is Sonie’s personality?
- c) What event took Sonie by surprise?
- d) What was her reaction?

Let participants read the story. Then in pairs they should practice summarize for one another.

If they finish one section of Sonie’s story, they should move on to summarizing the next.

Title of Session: **Reading Comprehension: Inference**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom, through inference

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills, through inference

Materials : Flipcharts, markers

Activities:

STEP 1 Let participants Buzz in groups of twos and discuss and share (What does the word inference mean?)...

STEP 2 Inference is the ability to deduce or make logical assumption or reach a conclusion based on based on clue, hints or evidence provided in a story or message. Inference is also the ability and skill to read between the lines and figure out what is not stated directly but is implied.

STEP 3 Example: Togba is washing his hands and has a spoon, a plate and a fork in in front of him.

We can infer or deduce that Togba is

- a) about to write
- b) about to sing a song
- c) about to eat

STEP 4 Practice Activity

Complete.

1.	The dog hid behind the bench as a storm roared outside. There was lightning and thunder. The dog whimpered each time it heard the thunder. The boy tried	2.	Our family raises honeybees. This spring one of our ten hives was destroyed. Recently, a bear was sighted in our neighborhood. You can guess that
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	<p>to coax the dog out, but it wasn't going anywhere.</p> <p>You can guess that ____.</p> <p><input type="radio"/> A storms made the dog afraid .(correct answer)</p> <p><input type="radio"/> B the dog was playing hide and seek</p> <p><input type="radio"/> C The boy was afraid of storms</p>	<p>____.</p> <p><input type="radio"/> A a storm destroyed the hive</p> <p><input type="radio"/> B the bees swarmed</p> <p><input type="radio"/> C the bear destroyed the hive .(correct answer)</p>
5.	<p>Josephine found a baby bird near a tree in her yard. Up in the tree, she could see a nest. The baby bird chirped loudly because it was afraid. Why was the baby bird on the ground?</p> <p><input type="radio"/> A It could not fly yet.(correct answer)</p> <p><input type="radio"/> B It was hungry.</p> <p><input type="radio"/> C It ran away from home.</p>	6. <p>Lydia smelled the sweet aroma in the air. Mom was baking brownies. Lydia heard a buzzing sound. She smiled widely.</p> <p>Can you guess what is happening?</p> <p><input type="radio"/> A Mom is doing laundry.</p> <p><input type="radio"/> B Lydia is going to school.</p> <p><input type="radio"/> C The brownies are done baking. .(correct answer)</p>

Title of Session: **Reading Comprehension: Words with Multiple Meanings**

Duration: 30 min

Objectives: . ALP Language Arts teachers will be able to:

- Describe and demonstrate the use of fundamental reading comprehension skills in the classroom, through understanding words with multiple meanings

Outcome: ALP Language Arts teachers trained in:

- The use and demonstration of reading comprehension skills, through inference

Materials : Flipcharts, markers

Activities:

15 min

STEP 1

Inquire from participants what do they understand by the phrase multiple meaning?

Encourage them to give examples if they have any?

STEP 2 Inform participants that some words have more than one meaning.

Example: **Check**

The driver checks his car every morning.

The word check as used in this sentence means
to inspect, to look out for, to make sure

The company gave us a check to take to the bank.

The word check as used in this sentence means
Paper you take to the bank in exchange for money.

STEP 3: Practice

Read the sentence. Pick the choice that uses the underlined word in the same way as in the original sentence.

<p>1. Lack of money <u>drove</u> Joyce to sell the farm.</p> <p><input type="radio"/> A The rain <u>drove</u> Marlene to decide to stay home and be alone.</p> <p><input type="radio"/> B The taxi <u>drove</u> us to the shop but my brother said she would take us home.</p> <p><input type="radio"/> C The family <u>drove</u> three hours to see the ocean.</p>	<p>2. The employee put a caution sign up so no one would <u>slip</u> on the wet floor.</p> <p><input type="radio"/> A The man will <u>slip</u> on the wet floor if he's not careful.</p> <p><input type="radio"/> B We need a permission <u>slip</u> in order to go on the trip.</p> <p><input type="radio"/> C The messenger handed the <u>slip</u> of paper to the teacher.</p>
<p>3. Matt <u>stroked</u> his dog's back to calm him down.</p> <p><input type="radio"/> A The <u>stroke</u> left her paralyzed on the right side of her body.</p> <p><input type="radio"/> B The man had a <u>stroke</u> and was incapable of walking.</p> <p><input type="radio"/> C The little girl <u>stroked</u> her doll's hair.</p>	<p>4. One <u>pant</u> leg was longer than the others.</p> <p><input type="radio"/> A The family became concerned when Dorothy started to <u>pant</u> at the store.</p> <p><input type="radio"/> B I usually <u>pant</u> after running up six flights of stairs to reach my apartment.</p> <p><input type="radio"/> C The bottom of the <u>pant</u> leg had paint on it.</p>

Title of Session: **Lesson Planning: Reading Comprehension**

Duration: 1 hour

Objective: To allow participants to create lessons plans using different reading comprehension techniques.

Outcome: Facilitators develop a lesson plan using reading comprehension techniques.

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the types of reading comprehension techniques covered.

Reading Comprehension Techniques

- Finding the main idea
- Finding details
- Context Clues
- Cause and Effect
- Fact and Opinion
- Sequencing
- Summarizing
- Inference
- Words with Multiple Meanings

Step 2:

Assign each participant a story from the Sonie Story booklet and ask them to create a lesson plan from this module for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture).

They should make sure to include the above components of reading comprehension in their lesson plan.

Utilize the format of the Accelerated Learning lesson found in the lesson plan book.

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Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan, making sure that the techniques for reading comprehension are utilized and that adult facilitation techniques are utilized.

Title of Session: **Micro Teaching: Using Reading Comprehension Techniques**

Duration: 2.5 hour

Objective: to practice the reading comprehension techniques

Outcome: Participants refine their model teaching

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1: Utilizing the lesson plans they developed in the last session, Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2: After clarifying concerns, ask participants to facilitate a lesson.

Step 3:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

- *Do you think students will actually learn to read if they participate in this lesson?*
- *What parts could be made clearer?*
- *Was the presentation of the lesson appropriate to an older youth?*

Step 3:

If there is time, choose a second lesson to be presented and repeat the same process.

Then repeat it with a third lesson.

Title of Session: **Review of the Accelerated Learning Manual**

Duration: 2 hours

Objective: to review the ALP manual to identify difficult areas, and apply new teaching techniques

Outcome: Participants clarify their ability to teach ALP lessons.

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk
ALP Manual Level 3 language arts.

Activities:

Step 1: Take the Level 3 Manual of the Accelerated Learning curriculum.

Divide individuals into small groups.

Ask each group to review the manual and identify the areas, or topics they find most challenging either to teach to learners or to understand content .

Step 2:

Come back to the large group. Let each group present their challenges. Let questions or concerns be answered by the group.

Let the trainers come in to clarify issues when the other teachers present are not able to answer questions.

Step 2: After clarifying concerns, ask participants to again get into small groups. This time they should analyze the ALP manual and see how they would apply the following methods in their ALP lessons.

Evidence based approach to reading

1. PHONEMIC AWARENESS
2. DECODING OF WORDS
3. VOCABULARY AND SIGHT WORDS
4. ORAL FLUENCY IN READING
5. COMPREHENSION

Reading Comprehension Techniques

- Finding the main idea
- Finding details
- Context Clues
- Cause and Effect
- Fact and Opinion
- Sequencing
- Summarizing

- Inference
- Words with Multiple Meanings

Title of Session:
Micro Teaching: Applying Techniques to Accelerated Learning

Duration: 2.5 hour

Objective: to practice new techniques within the accelerated learning curriculum

Outcome: Participants refine their model teaching

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1:

Ask participants to teach a sample lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

- *Do you think students will actually learn to read if they participate in this lesson?*
- *What parts could be made clearer?*
- *Was the presentation of the lesson appropriate to an older youth?*

Step 3:

If there is time, choose a second lesson to be presented and repeat the same process.

Then repeat it with a third lesson.

Title of Session: **Constructing Instructional Materials**

Objective: To prepare instructional materials

Outcome: Materials that teachers can take back to their classrooms.

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk, scissors, poster sheet, markers, glue, locally available resources (string, other items that teachers need)

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.
- Collect locally available resources.

Activities:

STEP 1:

Have participants look through the EGRA manual and brainstorm what kind of materials they think they would need in order to make reading come alive for the learner.

Now that they have also worked with different reading comprehension techniques, the ALP manual and Sonie's story have them, continue to make instructional resources that they think would help them teach reading.

Some examples include

Reading and Language Arts

Flash cards for vowels

Flash cards for sight words

Flash cards for consonant pairs

Flash cards for blends

Flash cards for sight words found in the EGRA plus manual

Flash cards for suffixes

Flash cards for prefixes

Decorated story boards

Important pieces of information

Names of the months

Names of the colors

Names of geographic sites in Liberia

Names of students

Material to place on a bulletin board

Making a user-friendly holder or hanger for flash cards, using locally available resources

Making a hand-made book in which students can write their own stories

STEP 2: Provide learners with materials and ask them to construct materials.

STEP 3:

The participants should bring their materials for show and tell, demonstration and teaching others how to use the materials.

Remind participants: After you create your materials you need to keep them in a safe place so that they do not fly around and get lost. Think about how you will transport them back to your school. Think about how you can attach items to the wall in a low cost manner.

When you get back think about continue to create materials for each lesson where you find a need.

Title of Session: **Evaluation**

Objective: To get participants' feedback on the session so as to improve future sessions/workshops.

Outcome: Participants feedback

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Ask participants to discuss in buzz groups the following questions:

- *What was good about the sessions: facilitation, participation, learning outcomes, housekeeping, etc.?*
- *What was not so good?*
- *What can you suggest to make improvements?*

Step 2: Take feedback from participants, clarify anything that needs to be clarified and thank them.

MATH

Title of Session:

Review of the Accelerated Learning Level III Math Manual

Duration: 1 hour 30 minutes

Objective: To familiarize the teachers to the content of the math Level III Manual

Outcome: By the end of this session, participants would have

- Listed the major content area of the ALP math level III manual
- Pointed area of difficulty in the Level III math content
- Review key content area of the level III math

Materials Needed:

- The ALP Math Level I, II & III Manuals
- Grades 5 & 6 textbooks
- Poster sheet
- News prints
- Markers

Activities:

Pre-Activity: there are quite of things that can be done here. It could be an energizer, a experience sharing, a story or an interesting event.

Hint :

(What ever you do here, it must contribute to the session. It must have a purpose. It must help the session.)

STEP 1: Introduction the session or give an overview of the session. Let them know what is expected, what are the activities they will be engage in, and also state the expectation of the session

STEP 2: Group participants in groups of 3 or 6 groups and give each group a level. If you select 3 groups, then each group will be given a math level. If group of six, then there will be two groups to a level.

Use any group forming method and tell participants that there are many innovative ways of forming groups that supports learning and we will be demonstrating them throughout this training)

6. List the major content area of the math curriculum/manual given you. (let them list their findings on a poster sheet
7. What is the importance of the following part of the manual and lessons
 - a. Outcome
 - b. Learning points
 - c. Objectives
 - d. What is the relationship among the above

STEP 3: Group presentation: ask each group to present the findings. Place the poster sheet of the findings of task 1 on the board. Next identify all topics found in all three levels, what sequences of issues they move through on the same topic.

Let participants see that these major topics cross through all the ALP level but content scope and depth increases from level I to level III

STEP 4: Discuss the findings of task 2 with the group. Then provide inputs clarifying misconception, providing new information and reinforcing new and good ideals

STEP 5. Ask the participants to list area of difficulty they notice in the level III math on a piece of paper and pass it to you. Review the list later for the 1st session on Math content review

STEP 6: Summarize and conclude the session

Title of Session: Overview of the CESLY EGRA/EGMA Baseline Results

Duration: 1 hour

Objective: to provide clarity to teaching in handling their numeracy sessions

Outcomes:

By the end of this session, participants would have

4. Reviewed the EGRA/EGMA Baseline results
5. Identified gaps in the teaching/learning process
6. Outlined ways of improving the situation

Materials:

- The Baseline assessment results
- ALP Level III manual
- Posters sheets
- Markers

Activities:

STEP1: Explain to participants (ALP Teachers) that there have been two sets of assessment conducted by this project to measure students' performance in reading and math. The 1st which was the baseline assessment was conducted in November/December of last year 2009 and that result is what we will be discussing. The 2nd assessment which is the mid-term assessment was conducted this year in may/June of this year 2010. Result of that assessment is currently been analyzed and you will know the results when it comes out.

Discuss the following question

1. Why do we assess students?
 - a. Best answers
 - i. *To find out if learning has taken place*
 - ii. *To find out if the concepts or new ideals or new lesson taught was grasped by the student or to determine the comprehension level of the student*
2. Somebody says that the best way to assess teacher's ability is to assess students' performance. True or False. Support your answer?
 - a. Best answer
 - i. *There are beliefs that the best ways to find out teacher's ability of the teacher learning process is through students performance for it tells what has been taught and how much has been understanding by the students. These assessments also determined the usefulness of methods and approached to learning. It also determined if a teaching approach to learning is effective of working and learning is taking place. Although, there may be other factors that may hinder the learning process other the teaching ability however the only way to test the effective of a learning system is by measuring the end product. That is the performance of the learners.*
 - ii. *However, there are views that the best way is to test the teacher themselves. That can be done by written exams, teaching observation or etc.*
 - iii. *Yet others argue that it all is require to best find out teacher ability. You test student performance, observe teachers and test them.*
3. Who is responsible when there mass failure of students in a particular school?
 - a. *Let the participants decide what they think. Let them reach a concurrence on this point*

STEP 2: Present the findings of the Baseline assessment:

Reading findings (combine score for level II & III)

Item	Item Description	Scored
A.	Letter naming fluency	72.49
B.	Unfamiliar word fluency	1.44
C	Oral Reading fluency	16.69
D	Reading comprehension	17.00
E	Listening comprehension	74.09
F	Dictation	21.55

Math Findings (combine score level II & III)

Item	Item Description	ALP reg	ALP Youth
A.	<i>Numeral Sense fluency</i>	50.5	49.7
	Number identification	57.15	58.55
	Number discrimination	49.25	49.95
	Missing number	57.55	52.4
B	Computation	51.3	48.8
	Addition	53.01	47.06
	Subtraction	50.66	49.85
	Multiplication	51.50	49.22
	Division	50.2	50.40
C	Geometry(shape recognition)	51.6	51.0
D	Total Score	51.0	49.1

Ask if there is any clarification needed on any of the terms. If so, define the unclear terms.

Letter naming fluency- ability to identify names automatically and accurately
Unfamiliar word fluency- ability to use decoding and pronunciation of the English language to pronounce words that one has never encountered before
Oral Reading fluency- identifying words and making meaning so that reading is automatic and accurate
Reading comprehension- Constructing an understanding from written words
Listening comprehension- - Constructing an understanding from spoken words
Dictation- ability to hear oral information and put it down

in writing
<i>Numeral Sense fluency</i>
Number identification- ability to name and correctly identify a number
Number discrimination- - ability to name and correctly distinguish two different numbers
Missing number- - ability to recognize a pattern and identify the missing number
Computation- ability to complete calculations of numbers, also sometimes called “operations”

Explain that if students at level II and especially level III, cannot make between 90 to 100% in number sense, then doing addition will definitely be a problem. Also if addition is poor, subtraction will be lower and multiplication will be much lower while division will be a disaster. That is while the number sense must be at the very maximum at level II and most especially level III.

STEP 3: Divide the participants into group of 5 and let them discuss the following

1. What is responsible for the low scores?
2. What is needed for students to improved their content score?
3. What is needed for teachers in improved the content knowledge?
4. What can this workshop offer in terms of content that will help teacher improve content ?

Let the group present their findings and let this be and added information in guiding the facilitator in providing content clarity during this workshop

STEP 4: Summarize the sections clarifying more clarity and end the session

Title of Session: **Understanding Youth and Adult Learners**

Duration: 1.5 hours

Objective:: to bring clarity to teaching in handling their ALP lessons

Outcomes:

By the end of this session, participants would have

5. Reviewed the manual in which adults learn
6. Demonstrated their understanding of the adult learning by differentiate the characteristics of the adult learner from the child
7. Do a commitment card showing their preparedness and commitment to the ALP program
8. State why it is important to have a clear understanding of the adult learner

Materials:

- Posters sheets
- Markers
- Resource notes and handout on understanding the adult learner
- Commitment card

Activities:

STEP1: Introduce the session by asking the following questions

Q1: Adult cannot learn everything. That is there is something that older people cannot learn (T or F)

Q2: the older an adult becomes the weaker their brain cells (T or F)

Q2: the older and adult becomes the stronger his/her observational skills (T or F)

Answers: 1. F; 2. T; 3. T

STEP 2: Understanding the Adult learners

Divide the group in two (2's) and Provide each participant copy of sheet "Understanding the Adult Learner". (see handout after this session) Ask each member of the group to take term reading a paragraph; paraphrasing it and explaining the paragraphs read to the other.

STEP 3: Pose questions to the participants soliciting their understanding on the adult learners.

Provide inputs on every point and give examples where necessary. (ie. A case discussed in the training was a lady who went to literacy class because she wanted to read because her husband girlfriends sent mails to him that she could not read. So when she could read that was school for her)

STEP 4: LEARNING Preference

Ask the participants to state if their ever noticed when they were students in school, a friends who would preference were to see an answer before understanding what was said? Or while it is difficult to learn to drive, sew or play a game if you never try it.

Tell them that "there are things that we cannot learn until we do them. Also tell them that we all have different ways we learn.

- IV. Some learn better by listening
- V. Others by seeing with their own eye. Imagining describing something you have not seen?
- VI. A lot of us learn by doing.

That is so say, the best way is for our learners to do and we facilitate them in doing so. And even better, we should may sure they learn by listening, seeing and more and more doing, practice, practice, and practice. Do less talking

STEP 5: Ask the participants to say how they will teach a person a lesson that will involve hearing, seeing and doing,

Next ask the group for inputs

STEP 6: Summarize the activity, and close the session

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

Adult Learning Psychology

9. ***Adults have a wide experience and have learned much from life.*** They learn most from their peers. So animators should help them to share their own experience and create a situation where they are encouraged to have a dialogue with one another. Let them sit in a circle where they see each other's faces so that speaking and listening can both be helped by the use of their eyes.
10. ***Adults are interested and learn quickly about those things that are relevant to their lives.*** So the animator needs to create a situation in which they can share in the planning, choose the topics and participate in regular evaluation of what they are doing.
11. ***Adults have a sense of personal dignity.*** They must be treated with respect at all times and never feel humiliated or laughed at before others.
12. ***As adults grow older, their memories may get weaker but their powers of observation and reasoning often grow stronger.***

HANDOUT FOR SESSION ON: OVERVIEW OF FACILITATION

General Characteristics of Adult Learners As Compared To Children

CHILDHOOD	ADULTHOOD
<i>Children depend upon adults for material support, psychological support, and life management. They are other-directed.</i>	<i>Adults depend upon themselves for material support and life management. Although they must still meet many psychological needs through others, they are largely self-directed.</i>
<i>Children perceive one of their major roles in life to be that of learner.</i>	<i>Adults perceive themselves to be doers; using previous learning to achieve success as workers, parents, etc.</i>
<i>Children, to a large degree, learn what they are told to learn.</i>	<i>Adults learn best when they perceive the outcomes of the learning process as valuable--contributing to their own development, work success, etc.</i>
<i>Children view the established learning content as important because adults tell them it is important.</i>	<i>Adults often have very different ideas about what is important to learn.</i>
<i>Children, as a group within educational settings, are much alike. They're approximately the same age, come from similar socioeconomic backgrounds, etc.</i>	<i>Adults are very different from each other. Adult learning groups are likely to be composed of persons of many different ages, backgrounds, education levels, etc.</i>
<i>Children actually perceive time differently than older people do. Our perception of time changes as we age--time seems to pass more quickly as we get older.</i>	<i>Adults, in addition to perceiving time itself differently than children do, also are more concerned about the effective use of time.</i>
<i>Children have a limited experience base.</i>	<i>Adults have a broad, rich experience base to which to relate new learning.</i>
<i>Children generally learn quickly.</i>	<i>Adults, for the most part, learn more slowly than children, but they learn just as well.</i>

<i>Children are open to new information and will readily adjust their views.</i>	<i>Adults are much more likely to reject or explain away new information that contradicts their beliefs.</i>
<i>Children's readiness to learn is linked to both academic development and biological development.</i>	<i>Adults' readiness to learn is more directly linked to need--needs related to fulfilling their roles as workers, spouses, parents, etc. and coping with life changes (divorce, death of a loved one, retirement, etc.).</i>
<i>Children learn (at least in part) because learning will be of use in the future.</i>	<i>Adults are more concerned about the immediate applicability of learning.</i>
<i>Children are often externally motivated (by the promise of good grades, praise from teachers and parents, etc.)</i>	<i>Adults are more often internally motivated (by the potential for feelings of worth, self-esteem, achievement, etc.)</i>
<i>Children have less well-formed sets of expectations in terms of formal learning experiences. Their "filter" of past experience is smaller than that of adults.</i>	<i>Adults have well-formed expectations, which, unfortunately, are sometimes negative because they are based upon unpleasant past formal learning experiences.</i>

The above list comes from "Plan instruction for adults, Module N-4," The National Center for Research in Vocational Education. (1987) Ohio State University, Columbus, OH

Title of Session: **Facilitation Basics**

Duration: 2 Hours

Objective: to adopt effectively facilitation skills to manage and handle a class of adult learners

Outcomes: By the end of this session, participants would have

4. Demonstrated facilitation skill and techniques.
5. Differentiated facilitating from teaching
6. Familiarized themselves with basic facilitation methods

Materials:

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- ALP Level III manual

Activities:

STEP 1 Create a conducive learning environment (or Ice Breaker)

STEP 2 Group discussion/task and presentation (You can form 4 – 5 groups using four practical way of group formation)

- e. Group 1: Discuss and differentiate between facilitation and Teaching
- f. Group 2: Do a role play demonstrate a practical teaching approached
- g. Group 3: Do a role play demonstrating a facilitating session
- h. Group 4: Can a class room be void of teaching? Only facilitation? give reason and examples to support your answer

STEP 3: Provide feedback on the activity and provide more inputs on facilitation basics (give a short presentation of facilitation basics)

STEP 4. Change the group formation and give each group two (2) methods to discuss and present to the larger group. They should give a 1 minute practical demonstration of the method(you could even ask for no verbal presentation.

Provide inputs on facilitation methodology to the group

STEP 5: Do a presentation on how the adult learn

- Begin by asking the following questions
 - Adults learn by building these assemblies and sequences. (Tor F)
 - Adults can learn from everything the mind perceives (at any age).
- Discuss adult learning psychology
- General characteristics of Adult Learners(comparing that with childhood)

STEP 6: Solicit from the participants a list of methodology suitable to the adult learners. Arranging them as student center or teacher center

STEP 7: Recap the lesson using and facilitation approached. Then summarize.

Title of Session: **Using Facilitation Techniques in an Accelerated Learning Classroom**

Duration: 1 hour 30 minutes

Objectives: By the end of this session, participants would have

5. Identified facilitation skills and techniques in lesson of the ALP manual
6. Listed additional skills not listed in the manual
7. Shared participatory methods not listed in the manual
8. Shown when these method are useful and can or should be used

Materials

- Handout for Master trainers on facilitation skills
- Poster sheets
- Poster task sheet 1
- NFE curriculum

Activities:

STEP 1: Ask participants to select one of their best lessons and list some of the methods seen in the lesson. Also let their state if they have use other methods in teaching that lesson and what their results were? Solicit comments and then go to the next activity.

STEP 2: Let the participants list participatory methods in the following category

1. they have used and are very easy to use
2. and have used but find it too difficult
3. have heard about but do not know how to use it.

List these methods on the flip chart board in the different categories. Provide any new method that have not been mentioned

(See Handout on the next page)

- Pair share and pair work
- Small and large group discussion
- Small group work
- Individual work
- Role plays
- Case studies/ scenarios
- Games
- Brainstorming
- Presentation
- Panel discussion
- Pictures
- Reflection activities - individual, guided, journal writing
- Review activities

STEP3: ask for volunteer to demonstrate and of the difficult ones and the new once. Next provide inputs on the methods (always remember to do practical demonstration on methods that are new or difficult to use; sometimes refer them to methods use in each presentation at the beginning and at the closing of each sessions

STEP4: Select a lesson from the manual and let the participants brainstorm on how they can make the lesson more participatory. After the discussion develop with the participants a lesson for presentation. Ask a teacher to present the lesson and then let the participant provide back on the presentation begin with the positive and then what need to be improve

STEP5. Do a presentation on the other methods stating their uses and appropriateness

STEP6. Recap using any approach, summarize and close the session

HANDOUT FOR FACILITATION SESSION

Resource: Listing Of Facilitation Methods

The following types of active learner-centered teaching and learning methods may be found in nonformal education programs. Some of them are used in the Liberia nonformal education courses; others may be adopted by Facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: *When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.*

Small and large group discussion: *Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.*

Small group work: *Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:*

- *divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);*
- *give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;*
- *visit groups to make sure they are on the right track;*
- *manage the time well, especially when the small groups are sharing their output with the large group.*

Individual work: *Throughout the literacy and numeracy courses, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean*

that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.

Role plays: Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.

Games: Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.

Brainstorming: Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.

Presentation: Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.

Panel discussion: Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.

Pictures: Pictures can be used in different ways during a workshop. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.

Reflection activities - individual, guided, journal writing: Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the Facilitator, where the Facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.

Review activities: Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.

Title of Session: **Instructional Material Construction**

Duration: 1 hour 30 minutes

Outcomes: By the end of this session, participants would have

1. Identified instructional material listed in lessons of the Math Level III manual
2. Constructed instructional materials listed in listed in the manual
3. Enjoyed making their own instructional material

Materials:

- Poster sheets
- Poster task sheet 1
- ALP Level III math manual
- Scissors
- Tacks or mechanism for hanging items

Activities:

STEP 1: Connect the learners with the topic on facilitation basics (ask any participant to give a 2 minutes on the meaning of instructional aids and its purpose in the teaching learning process.

After the presentation solicits views from the participants on instructional not commenting on the above mentioned participant.

Provide input, make clarity and introduce the session. (This session had to do with making our own instructional material. For some it may be difficult but with understanding and practice, you will master the skills and then realize that it is so simple.)

STEP 2: Do a presentation on instructional aids & instructional materials (see hand out)

STEP 3: Group activity 5 Minutes

Divide the groups in 3's and ask each group to review the first 20 lessons in the ALP level III manual. Let them write it on a sheet of paper and then you collect it.

STEP 4: Group Work 15 minutes

Next assigned each group 3 lesson and ask them to construct the teaching aid in each lesson. Choose a session of the class for display of their materials

(While they are working in their groups, review the sheet of instructional method given to you to provide the right inputs and clarity)

At the end of the development of their material, ask them to put their material on display.

Next ask the following question

5. How do they feel about the activity(developing the lesson)

6. What was the most difficult once to make
7. Can they produce these materials using local materials? Discuss.
8. Which is easy. Teaching you how to do it or asking you to just try and see what you can do

STEP 5: Do a present on instruction material and it preparation.(note to make clarity misconception observed from the list given you.). Question and answer for few minutes

STEP 6: summarize, recap and close

Title of Session: Math Content Review

Duration: 2 hours

Outcomes: By the end of this session, participants would have

4. Reviewed the content outline of the math level II manual
5. Familiarize themselves with the content areas of the math level III
6. Reviewed the most difficult session of the math Level III manual
7. Practiced solving problem in most difficult area of the level III manual

Materials

- Math level III manual
- Poster sheets
- Poster task sheet 1
- Math book 5 & 6
- 2 Prepared posters of 2 math problems

Activities:

STEP 1 Remind the participants on the outcome of the presentation “EGRA/EGMA Baseline Assessment Results” and their inputs especially the listing of area of difficulties. This lesson will begin to provide some help.

Note: you should do your homework before presenting this topic. Review the areas of difficulty they listed in the abovementioned topics. Review the topics, first finding what mathematical skills is needed to better comprehend the topic. Find the topic in the manual and student textbook.

STEP 2: next review the teacher knowledge on Numbers sense and then mathematics operations

Activity for Number sense

- Number recognition
- Place value
- Number discrimination
- Number line
- Decimal notation

Operations

- Addition
 - Symbols for addition
 - Terms or words associated with addition(“Plus”, “ and” addends, sum etc
 - Adding numbers by digit
- Subtraction
 - Symbols of subtraction (-)
 - Terms associated with addition (“take away, difference, subtract, minus, etc)
 - SubtrSTEPing number by digit
- Multiplication
 - Symbol of multiplication (X)
 - Terms associated with addition (“by” “times” “ multiply, product, etc)
 - Multiplication exercise

- Division
 - Symbols of division (\div , $/$, $\overline{)$)
 - Terms associated with division (dividend, quotient, divider, etc)
 - Division exercise

(Geometric)

STEP1 : Introduce the session by telling the participants that this is a continuation of the session on content review and that it will focus on geometric

STEP 2: ask each participants to take their pen and a sheet of paper and that you will call an object and they are to draw them. Call five different geometric figures. For example

1. Square
2. Triangle
3. Circle
4. Rectangle
5. Cube

Next ask each person to go to a participant, asking them to describe in words one of the objects just name. Let them present their findings in a discussion session

STEP 3: Provide feedback on the drawing as description of each object. Give the formula for solving problem on the area and parameter of a square, triangle, circle and a rectangle

Next ask them to turn to the appropriate page in the manual together do some simple problems.

STEP 4: Recap this session using a participatory approach, summarize and close the session

Title of Session: **Applying Numeracy Curriculum Techniques in ALP Math**

Duration: 2.5 hours

Objective: To adopt a more participatory approach using the numeracy manual

Outcomes: By the end of this session, participants would have

1. Reviewed lessons in the Numeracy manual
2. Demonstrated their ability in planning from the ALP manual
3. Adopted more participatory methods to their lesson plan

Materials:

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- ALP Level III Manual
- ALP Lesson planning format

Preparation: Pre-chose a lesson that you would like to work with. Chose one that is moderately complex.

Activities:

STEP 1:

Compare the Numeracy Manuals and the ALP Manual.

STEP 2:

Review the Common Principles To Be Applied To All Numeracy Modules

Incorporating the strands: numbers and number sense, patterns, geometry, data and statistics

Start each class with a warm-up, either review, or patterns, or puzzles.

Include contextual instruction and applications throughout, drawing upon the experiences of the adult learner's life

Include exposure to patterns and relationships throughout in order to develop the mathematical mind)

Include exposure to geometry and measurement when possible, broadening the application)

Review earlier material regularly, crucial for mastery

Provide ample time for practice in class, including application practice, crucial for mastery

Offer challenge, inspiration and success

Ask participants what these principles mean? What would they look like in a classroom? Ask participants to give examples or demonstrations of how they could imagine these principles applied

STEP 3:

Take sample lessons or lessons from the Numeracy manual.

Ask participants to note what kind of techniques are used and what kind of methodologies are used.

Note how in the sample lessons provided as a handout here, the presentation of division moves from simple application with physical elements to more complex application of division in the learner's own life.

How do these differ from the ALP manual? Would a learner better grasp a mathematical concept if it were more applied?

Organize a debate to explore the different opinions or angles on the issue.

STEP 4:

Gather participants in small groups. Ask them to choose one lesson from the ALP manual and see how they could introduce more application of math concepts, more visual demonstration or more interactive activities in order to help students better grasp the content.

STEP 5:

Have each individual design a lesson plan using these techniques and insert it in their lesson plan book.

STEP 6:

Have two groups demonstrate a role play of a lesson. The first should deliver math in a “chalk and talk” format. The second should present in an interactive, applied, engaging manner drawing on techniques in the numeracy curriculum.

HANDOUT :

Sample Numeracy Lessons

Module B: Lesson 43: Introduction to the Concept of Division (Without a Remainder)

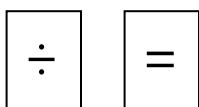
Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- To understand that division means sharing equally,
- To know how to represent it mathematically with symbols (\div , $=$)

Preparation and Materials:

- Chalkboard and chalk
- number cards 0 - 9
- 25 pieces of candy, etc,
- symbol cards



Background Information: Division is presented as sharing out equally, distributing equally. Eventually it will be understood as the opposite of multiplication.

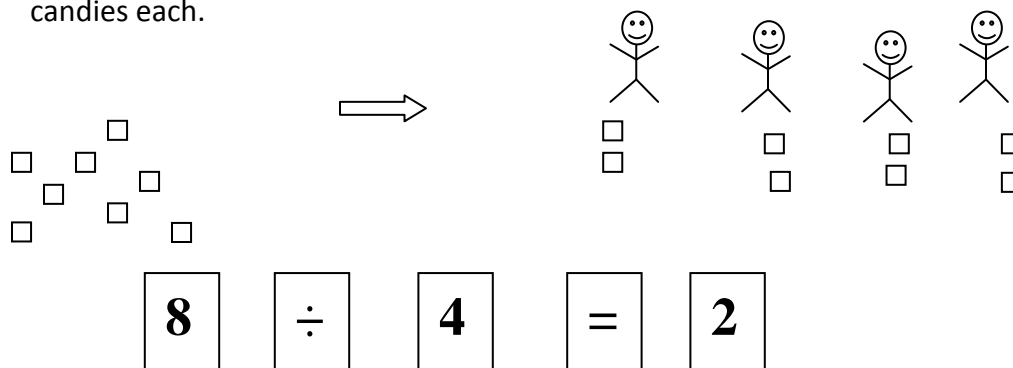
Opener:

Activities: 45 minutes

Step 1: Introduction: Today we will begin something new, *Division*. It is related to multiplication.



Take 8 pieces of candy, (or whatever you have), and say that you will share with others, and you want to be fair, so you will give the same amount to each. So first give 1 candy each to 4 people, and then another candy to the same 4 people. They now have 2 candies each.



Step 2: Explain that you have divided your candy among 4 people **equally**. This is very important!! Using the symbol and number cards, show that it is written as $8 \div 4 = 2$, b/c

each person then received 2 pieces. It is NOT division if one person gets 3 pieces and another one 1 piece, etc. Division means **shared equally**.

Step 3: Gather the candy and give another demonstration, this time 9 pieces divided among 3 people: $9 \div 3 = 3$. Show this using the number cards and write it on the board.

Step 4: Do a few more examples:

20 candies divided among 4 people: $20 \div 4 = 5$

18 candies divided among 6 people: $18 \div 6 = 3$

Step 5: Give some examples and let the Learners figure them out using the candy, and write down what they find:

12 candies divided among 3 people: $12 \div 3 =$

$15 \div 5 =$

$16 \div 8 =$

$10 \div 2 =$

☺**Discussion:** “**What does division *look like* in life? What is the effect of division? When do we see division?**” Starting with these questions, a very rich discussion about real examples of division can follow in the group: dividing land, dividing (serving) food, dividing money, etc.

Emphasize that this is what the \div sign means. But in math it means *everyone gets an equal amount*.

Practice: Give the Learners 3 problems to figure out on their own at home:

$14 \div 2 =$

$12 \div 6 =$

$20 \div 5 =$

Module B: Lesson 47: Simple Division with Remainder

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- To understand that division is not always perfect, that there is usually some left over

Preparation and Materials:

- Chalkboard and chalk
- Pieces of candy or small objects

Opener: Write the following pattern on the board and ask the Learners to fill in the missing numbers: 1, 4, 7, __, 13, __, 16, __

Activities: 45 minutes

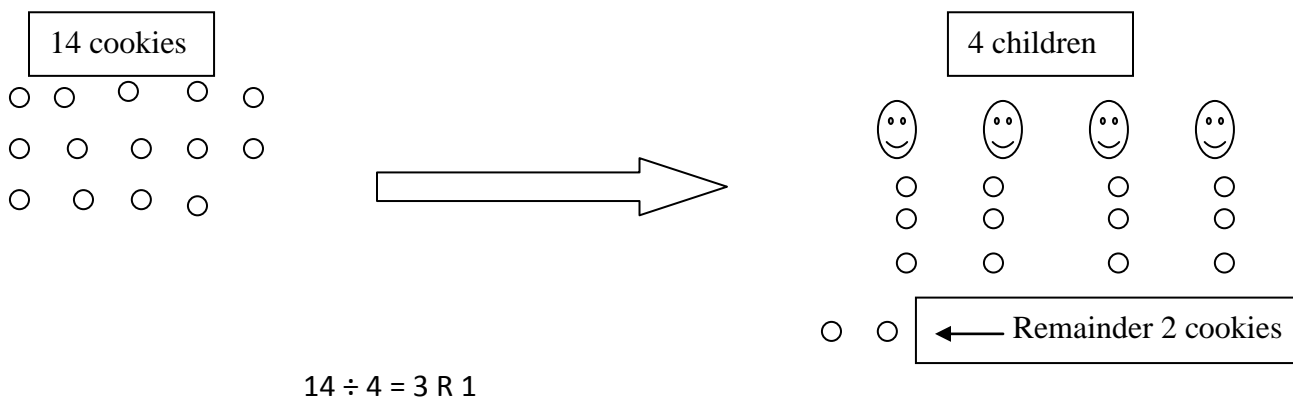


Step 1: Give one Learner 7 pieces of candy. Ask her to divide the candy among the 3 people. This time when the candy is given out, there will be some left over – a *remainder*. Ask the Learners: What should we do with the left-over candy?

Step 2: Show that this would be written: $7 \div 3 = 2 \text{ R } 1$ because the R stands for Remainder.

Step 3: Ask the Learners what this means. What is a remainder? What are some situations where there is a remainder when we divide?

Example: If there are 4 children and 14 cookies, how many will each child get, and how many will be left over? Each will get 3 cookies, and 2 cookies will be left over. Draw this on the board:



What do we do with the remainder cookies??

Step 2: Do other examples. Use the candy or pebbles to represent

Example: If there are 21 books but there are 8 students, how many books will each student get, and how much is the remainder?

Example: If the teacher had \$42, and each pen was \$10, how many pens can he buy, and how much money will be the remainder?

Example: If you have 26 fish to sell, and you sell the same amount to 4 people, how many fish did each person buy, and how many fish will remain?

Practice:

😊 **DISCUSSION:** What do we do whenever there is a remainder? In the situation earlier, where there were 14 cookies for 4 children, each child got 3 cookies and there were 2 cookies left. What would you do with those 2 cookies?

- When there is a remainder in your home after dividing, remainders of food or gifts or money, what happens to it? Who makes that decision?
- When people in the community have remainders of food or money, what do they do with it? Do they keep it? Do they give it away? Do they waste it? Do they use it for a good purpose?
- What would you do with remainders of money or food, if you had extra left over?

Module B: Lesson 49: Dividing One's Life

Estimated Length of Lesson: 45 minutes

Lesson Learning Objectives:

- To apply concepts of division to the story of one's life
- To begin to use the concept of fractions

Preparation and Materials:

- Chalkboard and chalk
- Large blank pieces of paper
- Facilitator timeline of life to show as a model (see background below for instructions)

Background Information:

Overview of the activity: In this activity, Learners will use division to divide their life up into chunks of time either 5 or 10 years long. Then they will tell make a timeline of their life using these divisions, telling major aspects of their life during those chunks of time. The Learners will divide their age by 5 years, if they are 20 or younger, and by 10, if they are older than 20. This way, their life will be divided up into 4 chunks of equal time, including one for the future. They will calculate how many chunks of time they have had in their life.

For example, if Learner is 30 years old, he will divide his age by 10, to see that his life has had 3 10-year chunks of time: from birth to age 10, from 10 to 20, and from 20 to 30. The next part of his life will be from 30 to 40. Now he will make a timeline on paper, dividing the paper into 4 equal sections. In each section he will write and draw about what happened in his life during each chunk of time, and in the last one, he will write about his future.

Opener:/Introduction In the last lesson, we looked at divisions of time such as centuries, weeks, etc. Today we're going to make up our own division of time and use them to tell the stories of our lives.

Activities: 45 minutes

Step 1: Ask the Learners to write down how old they are.

- If they are younger than 20, ask them to divide their age by 5, and keep track of the remainder. For example, if someone is 15 years old, their life is made up of 3 chunks of 5 years each, because $15 \div 5 = 3$. If someone
- If they are older than 20, ask them to divide their age by 10.

Step 2: Now the Learners should take a large piece of paper and fold it into equal sections, one for each chunk of time, plus one extra for the future. They should then label each section with the years.

- For example:
An 18 year old Learner would have 3 sections of 5 years of life, plus 3 years remainder.
- The Learner should write his/her name on the top,
- The piece of paper should be divided into 4 equal sections. This should be done by folding in half, then in half again)



- Take this opportunity to point out the math involved: that you have *divided* a person’s life into equal sections.
- Each section should be labeled by the years, as shown below:

For someone 20 years old or younger, time is divided into 5 year chunks:

Fanta			
Birth – 5 years old	5-10 years old	10-15 years old	15-20 years old

For someone older than 20, such as a 34 year old, they should divide by 10 to create chunks of time that are 10 years long:

Willie			
Birth – 10 years old	10-20 years old	20-30 years old	30-40 years old

- Now in each section, the Learner should write about his or her life during that time – what they remember, major events, where they were, what they did, etc.
- They can also draw pictures to go with their words.
- In the LAST section, they should write about their future – what their goals are, their plans, their hopes, etc.

Practice: These timelines can be hung in the room, or shared in the group and discussed. If not finished, the Learners should finish these at home.

Title of Session: **Lesson Planning from the Accelerated Learning Math Manual**

Duration: 1 hour

Objective: To adopt a more participatory approach using the numeracy manual

Outcomes: By the end of this session, participants would have

4. Reviewed lessons in the ALP Level III manual
5. Demonstrated their ability in planning from the ALP manual
6. Adopted more participatory methods to their lesson plan

Materials:

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- ALP Level III Manual
- ALP Lesson planning format

Preparation: Pre-chose a lesson that you would like to work with. Chose one that is moderately complex.

Activities:

STEP 1: Introduce the session by telling a story of the importance on the importance of planning and the need to do so

STEP 2: Ask the participants on how they felt on that day(s) that they had to teach a class or present a lecture or speak to a group when he/she were not prepared

Discuss their responses and then let provide inputs on the importance of planning a lesson clarifying that although there are many forms of lesson planning and many approaches in planning, we will spend some time planning from the math manual.

STEP 3: ask the teacher to turn to a particular lesson, that you have pre-chosen. Let them read through the lesson noting down the following

6. What is the lesson intended to teach?
7. What are the activities that must you done in this lesson
8. What new word started in the lesson that meant for teacher only? Students?
9. What are the supportive lesson aids/teaching aids that are listed in this lesson?
10. What other local teaching aid could you suggest that can be used in this lesson?
11. How can you make the teaching of the lesson applied, practical and relevant to the life of a youth?

STEP 4: Discuss their answer and provide inputs and clarity

STEP 5: Divide the participants into groups of 3 and ask them to prepare a lesson plan using the lesson plan format

STEP 6: Select 2 groups to present and then have the other groups provide inputs beginning with what impress them about the group presentation follow with what need to be improved upon.

Next take one of the lessons presented and provides inputs by also beginning with their best points and then clarifying sessions of the plan that needs clarification.

STEP 7: ASSIGNMENT:

Ask the participants (all including those that did not present) to redo their lessons and submit to you for clarification and inputs. Correct the work and return their individual work.

STEP 8: Summarize and close the session.

HOMEWORK: All participants should be prepared to present the lessons they have prepared. They should prepare their visual, tactile teaching instructional aids in the evening hours to be ready for their sessions.

List of hand outs

- Facilitation basics (see Day 1 sessions on Overview of Nonformal Education)
- Facilitation/participation methods (see Day 1 sessions on Overview of Nonformal Education)
- Understanding the adult learner (see Day 1 sessions on Overview of Nonformal Education)
- Lesson Planning guide (with lesson planning format) (see Day 1 sessions on Overview of Nonformal Education)
- Learning preference
- Instructional aids
- List of instructional objectives as per learning domain
- Commitment card

Title of Session: **ALP Math Level III Micro-teaching**

Duration: 2 hours

Objective: To enable participants to practice teaching math sessions and receive feedback to improve their teaching

Outcomes:

By the end of this session, participants would have

3. prepared and presented a lesson from the manual
4. Familiarized themselves with lesson presentation in an typical NFE class

Materials

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- ALP manual Level III
- Grade 5 & 6 textbooks

Activity:

STEP 1 inform the teacher that this session is only intended to help them improve their skills and is in no way intended to discredit them and as such they should be open to feedback from their fellow friends

STEP 2: Call each group base on the lesson progression to present their lesson. (15 minutes each)
Tell the participates that they will all be involve in provided feedback after each session an this will be the procedure

STEP 3: after each presentation the presenter will be asked the following question

3. What did he/she do best
4. What would you want to change if you were given a 2nd chance

STEP 4: Ask the fellow participants to tell what impress them about the presentation or micro teaching. Then after all have given positive feedback ask then for comments and inputs

STEP 5: Ask them to score the presentation under the following category

Area	Grades
Presentation quality	1 2 3 4
Facilitation skills	1 2 3 4
Participatory	1 2 3 4
Content clarity	1 2 3 4
Content accuracy	1 2 3 4
Clarity of lesson aid	

STEP 6: After the scoring from the participants, provide the following input

4. Provides feedback on what went very well and then what needs to be improved upon

5. Review the content of the lesson and provide when possible addition techniques or approach to teaching the content
6. Make then aware of common mistake (where possible) that teachers make in teaching that content.
7. Take the opportunity for multiple individuals to come up and demonstrate the content of the lesson presented so that all get a chance to practice and reinforce their knowledge of the core content

STEP 7: Ask the next present to come and demonstrate their lesson

STEP 8: Summarize and close this session after all teachers or participant s have presented their topics

Title of Session: **Math Content Review II**

Duration: 2 hours

Outcomes: By the end of this session, participants would have

8. Reviewed the content outline of the math level II manual
9. Familiarize themselves with the content areas of the math level III
10. Reviewed the most difficult session of the math Level III manual
11. Practiced solving problem in most difficult area of the level III manual

Materials

- Math level III manual
- Poster sheets
- Poster task sheet 1
- Math book 5 & 6
- 2 Prepared posters of 2 math problems

Activities:

STEP1: Do a review of the concept of sets, dealing with the meaning of sets, members and element of sets, etc.

STEP2: Ask the participants to identified participatory methods in teaching the concept of sets. Let them do a participants to do an actual demonstration of the methods in teaching the concepts of sets

(Geometric)

STEP1: Divide the group into 5s and give each group a set of 10 questions (each group gets the same questions) tell them that at the start of go each team will try to complete the question first. Time the session; taking note of the time taken by each group to complete the task. End the activity after 10 minutes.

STEP 2: review the results of each group with the participants and the winner gets a clap of their choosing

STEP3: summarize the session and close

(More Practice)

STEP 1; Introduce the session by telling the participants that this session will focus on areas of difficulty that was identified by them providing ways of helping them.

List the area that you got from their listing. Ask them to check or cycle session already deal with during this workshop. Find out from them if more clarity is needed and let them be more specific. Provide the clarity needed.

Next go those areas that have not been touched. Provide inputs.

STEP 2: Place some pre-developed question in a cup (box or on the table) as each participant to take a pick and come to the chalkboard a do the task. Solicit comments from other participants. Provide inputs and clarity. Then ask the next participant to do likewise. Continue in this manual until all have done their demonstration on the chalkboard.

STEP 3: Recap, summarize and close the session

Title of Session: **ALP Math Level III Micro-teaching Focusing on Applied Methods**

Duration: 2 hours

Objective: To enable participants to practice teaching math sessions and receive feedback to improve their teaching

Outcomes:

By the end of this session, participants would have

5. prepared and presented a lesson from the manual
6. Familiarized themselves with lesson presentation in an typical NFE class

Materials

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- ALP manual Level III
- Grade 5 & 6 textbooks

Activity:

STEP 1: inform the teacher that this session is only intended to help them improve their skills and is in no way intended to discredit them and as such they should be open to feedback from their fellow friends

STEP 2:

Tell the participants that they will all be involve in provided feedback after each session an this will be the procedure

They should utilize the instructional aids they have created during the session.

They should draw on the interactive techniques to present the math content. Engage learners in utilizing these new techniques as they teacher their peers.

- Demonstration
- Experiments
- Pair share and pair work
- Small and large group discussion
- Small group work
- Individual work
- Role plays
- Case studies/ scenarios
- Games

Give teachers a time to revise the lesson plans they made the day before to ensure that they are as applied as possible.

STEP 3: Call various individuals to present their lesson.

STEP 4: After each presentation the presenter will be asked the following question

- What did he/she do best?

- What would you want to change if you were given a 2nd chance?

STEP 5: Ask the fellow participants to tell what impress them about the presentation or micro teaching. Then after all have given positive feedback ask then for comments and inputs

STEP 6: Ask them to score the presentation under the following category

Area	Grades
Presentation quality	1 2 3 4
Facilitation skills	1 2 3 4
Participatory	1 2 3 4
Content clarity	1 2 3 4
Content accuracy	1 2 3 4
Clarity of lesson aid	

STEP 7: After the scoring from the participants, provide the following input

8. Provides feedback on what went very well and then what needs to be improved upon
9. Review the content of the lesson and provide when possible addition techniques or approach to teaching the content
10. Make then aware of common mistake (where possible) that teachers make in teaching that content.
11. Take the opportunity for multiple individuals to come up and demonstrate the content of the lesson presented so that all get a chance to practice and reinforce their knowledge of the core content

STEP 8: Ask the next present to come and demonstrate their lesson

STEP 9: Summarize and close this session after all teachers or participants have presented their topics

Title of Session: **ALP Math Level III Micro-teaching**

Duration: 3 hours

Objective: To enable participants to practice teaching math sessions and receive feedback to improve their teaching

Outcomes:

By the end of this session, participants would have

7. prepared and presented a lesson from the manual
8. Familiarized themselves with lesson presentation in an typical NFE class

Materials

- Handout for Master trainers
- Poster sheets
- Poster task sheet 1
- ALP manual Level III
- Grade 5 & 6 textbooks

Activity:

Repeat the procedures in the previous session on Micro-Teaching Focusing on Applied Methods so that as many individuals as possible get the opportunity to do micro teaching in front of the class.

Title of Session: **Instructional Material Construction**

Duration: 1 hour

Outcomes: By the end of this session, participants would have

4. Identified instructional material listed in lessons of the Math Level III manual
5. Constructed instructional materials listed in listed in the manual
6. Enjoyed making their own instructional material

Materials:

- Poster sheets
- Poster task sheet 1
- ALP Level III math manual
- Scissors
- Tacks or mechanism for hanging items

Activities:

STEP 1:

Put learners in small groups. Let each learner review the lessons they have created and identify what instructional materials they would need to teach them. Next let the learners look over all the lessons and review the lessons over the course of the year to think of creative instructional teaching aids they would need.

(While they are working in their groups, review the sheet of instructional method given you to provide the right inputs and clarity)

- Demonstration
- Experimentation
- Pair share and pair work
- Small and large group discussion
- Small group work
- Individual work
- Role plays
- Case studies/ scenarios
- Games
- Brainstorming
- Presentation
- Panel discussion
- Pictures
- Reflection activities - individual, guided, journal writing
- Review activities

At the end of the development of their material, ask them to put their material on display.

Next ask the following question

9. How do they feel about the activity(developing the lesson)
10. What was the most difficult once to make
11. Can they produce these materials using local materials? Discuss.
12. Which is easy. Teaching you how to do it or asking you to just try and see what you can do

STEP 5: Do a present on instruction material and its preparation.(note to make clarity misconception observed from the list given you.). Question and answer for few minutes

STEP 6: summarize, recap and close

Evaluation

Objective: To get participants' feedback on the session so as to improve future sessions/workshops.

Outcome: Participants feedback

Duration: 15 minutes

Method: personal reflection, buzz group

Materials: flipchart, markers, chalkboard and chalk

Preparation Tasks:

- Write the discussion questions on flipchart beforehand.

Activities:

Step 1: Ask participants to discuss in buzz groups the following questions:

- *What was good about the sessions: facilitation, participation, learning outcomes, housekeeping, etc.?*
- *What was not so good?*
- *What can you suggest to make improvements?*

Step 2: Take feedback from participants, clarify anything that needs to be clarified and thank them.

MINI-ORIENTATION: WORK READINESS

Title of Session: **What is Work Readiness?**

Work Readiness is defined as the skills and abilities that enable an individual to develop awareness of the world of work. This may include knowledge of the labor market, occupational information and a host of other areas. There are three key things to remember about work readiness: work readiness has to do with finding a job, keeping the job and growing in the job.

Objective: To help participants reach a common understanding of the definition of work readiness

Outcome: A common understanding of the definition of work readiness

Duration: 30 minutes

Method: Buzz Group

Preparation Tasks:

- Write out discussion questions on flipchart/chalkboard

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: In buzz groups, ask participants to share their understanding of what work readiness means.

Step 2: Take feedback from the participants on flipchart.

Step 3: Summarize the participants' feedback and give additional input.

Compare participants understanding with the topics covered in the curriculum framework on work readiness. Turn to the page, “standard for the content area” at the beginning of the curriculum. Compare and contrast how this is similar to what participants may have stated.

Title of Session: **Overview of Work Readiness Modules**

Duration: 1 hour 45 min

Objective: To help participants understand why work readiness is being taught, understand the definition of content module area

Outcome: participants understand the concept of work readiness

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture

Activities:

Step 1:

Introduce the content area by opening

Introduce the topic on content by making a short presentation on the layout of the module and lessons

Step 2:

Prepare presentation on specific modules and their definitions, brief read through of each module

Answer any initial questions on the curriculum content or the meanings of particular terms.

Step 3:

Assign a module from the curriculum to each group of participants to discuss the following questions:

- *Review the content area of each module and write down questions on the content area that you do not understand.*

Step 4:

The Master Trainer, engaged students, or other resource persons answer any questions and provide insight on the aspects of the curriculum that make be difficult to understand.

Title of Session: **Lesson Planning for Work Readiness**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Work Readiness lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture)

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Ensure that teachers develop lessons plans, one each from Module A, B, C, D, E. Assign tasks so that modules are spread evenly among participants.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro Teaching: Work Readiness**

Duration: 1 hour 45 min

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a work readiness lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

First lesson should be chosen from Module E: Work Attitudes and Conduct.

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Choose a second lesson to be presented from Module D: Entrepreneurship.

Step 4:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 5:

At end of session, ask participants to reflect how this curriculum is similar or different to the topic they studied over the first 7 days of the training session.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

MINI-ORIENTATION: LIFE SKILLS

Title of Session: **What is Life Skills**

Objective: To help participants reach a common understanding of the definition of life skills

Outcome: A common understanding of the definition of work readiness

Duration: 30 minutes

Method: Buzz Group

Preparation Tasks:

- Write out discussion questions on flipchart/chalkboard

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: In buzz groups, ask participants to share their understanding of what work readiness means.

Step 2: Take feedback from the participants on flipchart.

Step 3: Summarize the participants' feedback and give additional input.

Compare participants understanding with the topics covered in the curriculum framework on work readiness. Turn to the page, “standard for the content area” at the beginning of the curriculum. Compare and contrast how this is similar to what participants may have stated.

Life Skills is defined as the skills and knowledge that enable an individual to meet the challenges of everyday life. This may include knowledge of youth and adults to communicate accurately, orally and in writing about mental, emotional and physical health, use appropriate strategies to maintain personal wellbeing, develop a positive self-esteem, manage feelings rationally, as well as develop positive parental roles that are supportive of their children's development to meet the challenges of everyday life. Life skills entail the ability to carry out the following skills and actions:

- *Communicate accurately, orally and in writing, about mental, emotional and physical health*
- *Use appropriate strategies to maintain personal wellbeing*
- *Maintain positive self-esteem*
- *Manage feelings (such as romantic love, fear and anger) and react to situations in a responsible way*
- *Develop positive parental roles in support of their children's growth and development*
- *Communicate accurately, orally and in writing about health and hygiene concepts*
- *Maintain personal, family and community health*
- *Understand and apply concepts about the influence of family, peers and culture on health behaviors*

- *Demonstrate the use of interpersonal communication skills to enhance health and avoid or reduce health risks*
- *Use problem-solving and decision-making skills to make safe and healthy choices*
- *Listen and Speak effectively*
- *Build trust and cooperate with Others*
- *Solve Problems and Make Decisions in Relationships*
- *Resolve conflict and negotiate with others*
- *Listen and Speak effectively*
- *Build trust and cooperate with Others*
- *Solve Problems and Make Decisions in Relationships*
- *Resolve conflict and negotiate with others*
- *Accurately convey , orally and in writing, important concepts such as ‘peace’ and ‘conflict’*
- *Demonstrate good citizenship at local and national levels*
- *Use communication skills to promote peaceful coexistence*
- *Understand the concepts of the natural environment*
- *Determine factors that affect the environment*
- *Solve environmental issues and make decisions that promote a healthy environment*

Title of Session: **Overview of Life Skills Modules**

Duration: 1 hour 45 min

Objective: To help participants understand why work readiness is being taught, understand the definition of content module area

Outcome: participants understand the concept of life skills

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture

Activities:

Step 1:

Introduce the content area by opening

Introduce the topic on content by making a short presentation on the layout of the module and lessons

Step 2:

Prepare presentation on specific modules and their definitions, brief read through of each module

Answer any initial questions on the curriculum content or the meanings of particular terms.

Step 3:

Assign a module from the curriculum to each group of participants to discuss the following questions:

- *Review the content area of each module and write down questions on the content area that you do not understand.*

Step 4:

The Master Trainer, engaged students, or other resource persons answer any questions and provide insight on the aspects of the curriculum that make be difficult to understand.

Title of Session: **Lesson Planning for Life Skills**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Life Skills lessons are also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture)

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Ensure that teachers develop lessons plans, one each from module. Assign tasks so that modules are spread evenly among participants.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro Teaching: Life Skills**

Duration: 1 hour 45 min

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on life skills

Outcome: Trainers will have experienced a real facilitation of a life skills lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Choose a second lesson to be presented.

Step 4:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 5:

At end of session, ask participants to reflect how this curriculum is similar or different to the topic they studied over the first 7 days of the training session.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

MINI-ORIENTATION: LITERACY

Title of Session: **What is Literacy**

Objective: To help participants reach a common understanding of the literacy curriculum
Outcome: A common understanding of the definition of literacy and the components of the curriculum

Duration: 30 minutes

Method: Buzz Group

Preparation Tasks:

- Write out discussion questions on flipchart/chalkboard

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

Step 1: In buzz groups, ask participants to share their understanding of what literacy means.

Step 2: Take feedback from the participants on flipchart.

Step 3: Summarize the participants' feedback and give additional input.

Step 4: Share the following information from the Literacy Curriculum

Compare participants understanding with the topics covered in the curriculum framework on work readiness. Turn to the page, "standard for the content area" at the beginning of the curriculum. Compare and contrast how this is similar to what participants may have stated.

Overview of the Nonformal Education Literacy Curriculum

Traditionally, 'literacy' has been understood as the ability to read and write. In the Liberian Nonformal Education curriculum, the term is used in a broader way, to include the associated communication skills of listening and speaking in English. Learners who complete all four levels of the Nonformal Education literacy curriculum should possess *the reading, writing, speaking and listening* skills needed to be able to communicate effectively with others.

These four skills are defined by 'content standards' which describe the processes that are used by all youth and adults, whether beginning learners or experts. By deciding to take a standards-based approach to developing a new curriculum, the Ministry of Education is ensuring that there is consistency in the skills and knowledge being taught across the country as well as in alignment with research and best practices in literacy education. The chart on the following page describes the optimal process standards for reading, writing, speaking and listening. Information on the instructional and performance levels for each standard is found in the Technical Guide to the Nonformal Education Curricula.

Read With Understanding	<ul style="list-style-type: none"> • Determine the reading purpose. • Select reading strategies appropriate to the purpose. • Monitor comprehension and adjust reading strategies. • Analyze the information and reflect on its underlying meaning. • Integrate it with prior knowledge to address reading purpose
Write to Share Ideas and Information	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and present information to serve the purpose. • Pay attention to conventions of English language usage, including grammar, spelling, and sentence structure • Seek feedback and revise to enhance the effectiveness of the communication.
Speak So others Can Understand	<ul style="list-style-type: none"> • Determine the purpose for communicating. • Organize and relay information to effectively serve the purpose, context, and listener. • Pay attention to conventions of oral English communication, including grammar, word choice, register, pace, and gesture in order to minimize barriers to listener’s comprehension. • Use multiple strategies to monitor the effectiveness of the communication
Listen Actively	<ul style="list-style-type: none"> • Attend to oral information • Clarify purpose for listening and use listening strategies appropriate to that purpose • Monitor comprehension, adjusting strategies to overcome barriers to comprehension • Integrate information from listening with prior knowledge to address the listening purpose

STEP 4: Next discuss the components of reading. First ask participants what their mental model of reading is.

Engage teachers in a group discussion

§ Think about it...

How do you think people learn to read?

- What are the components of reading?
- What skills do people need to know how to do?
- How do you they learn those skills?
- Does it happen all at once or does it occur in steps?

STEP 5: Next share the components of reading as identified in the literacy curriculum

A focus on reading: The approach to teaching reading used in this curriculum draws from best practices in evidence-based reading instruction and in whole language learning. Current research in teaching reading indicates that four components are key to developing good readers: *alphabetic and word analysis; fluency; vocabulary; and comprehension.*

- *Alphabetics and Word Analysis.* This includes *phonemic awareness* (the ability to distinguish and manipulate the individual sounds, or phonemes in spoken language) and *phonics*, which is the relationship between the written letters and the sounds of spoken language.) *Word analysis* refers to all the methods that readers use to recognize and decode words, including the application of phonics skills; sight recognition; use of context; knowledge of prefixes, suffixes, and root words; and looking up words in the dictionary.
- *Fluency.* Fluency is the ability to read easily and accurately, with appropriate rhythm and expression. It includes the ability to decode words rapidly and to group them into meaningful units or phrases for interpretation. It also includes attending to punctuation when reading and to determine appropriate pauses and emphasis, in order to make sense of what is being read.
- *Vocabulary.* Vocabulary refers to the words for which a person knows the meaning, in spoken communication or written text. Having a good vocabulary aids in comprehension.
- *Comprehension, both reading and listening.* Comprehension refers to the act of making meaning of what is read or heard. Comprehension strategies are things that learners can do to make sure they understand what they read and hear.

The nonformal education instructional model for literacy combines instruction in these four primary components of reading with elements of a whole word and whole language approaches, to create a balanced approach to literacy instruction that is appropriate for youth and adults.

- *Whole word approach.* Letters of the alphabet and word formation are taught from words that have some meaning for learners.
- *Whole language approach.* Alphabet and word formation are taught from text that has particular meaning and interest for learners' lives and goals.

A focus on writing: Writing is a thinking process, and is a vital tool for helping learners develop and strengthen their skills in other areas, such as reading, math, speaking and listening. In this literacy curriculum, learners are engaged early on in writing words and in forming sentences that have a purpose or are meaningful. The teaching of writing skills may start as fairly mechanical, with a focus on letter formation, but it moves quickly into writing as a problem-solving and meaning-making process.

Title of Session: **Overview of Literacy Modules**

Duration: 1 hour 45 min

Objective: To help participants understand how literacy is being taught, understand the definition of content module area

Outcome: participants understand the concept of the literacy curriculum

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture

Activities:

Step 1:

Introduce the content area by opening

Introduce the topic on content by making a short presentation on the layout of the module and lessons

Step 2:

Prepare presentation on specific modules and their definitions, brief read through of each module

Answer any initial questions on the curriculum content or the meanings of particular terms.

Step 3:

Assign a module from the curriculum to each group of participants to discuss the following questions:

- *Review the content area of each module and write down questions on the content area that you do not understand.*

Step 4:

The Master Trainer, engaged students, or other resource persons answer any questions and provide insight on the aspects of the curriculum that make be difficult to understand.

Title of Session: **Lesson Planning for Literacy**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Teaching literacy through nonformal education is also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture)

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan.

Ensure that teachers develop lessons plans, one each from module. Assign tasks so that modules are spread evenly among participants.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

Title of Session: **Micro Teaching: Literacy**

Duration: 1 hour 45 min

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on literacy

Outcome: Trainers will have experienced a real facilitation of a literacy lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Choose a second lesson to be presented.

Step 4:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 5:

At end of session, ask participants to reflect how this curriculum is similar or different to the topic they studied over the first 7 days of the training session.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

MINI-ORIENTATION: NUMERACY

Title of Session: **What is Numeracy?**

Objective: To help participants reach a common understanding of the literacy curriculum

Outcome: A common understanding of the definition of numeracy and the components of the curriculum

Duration: 30 minutes

Method: Buzz Group

Preparation Tasks:

- Write out discussion questions on flipchart/chalkboard

Materials needed: flipcharts, markers, chalkboard and chalk

Activities:

STEP 1: Explain to participants (NFE Teachers) that there are different views when we talk about the word “numeracy” or say a person is numerate. This session seeks to provide that clarity. And so, during this session, we will be review the definition of numeracy and also look at numeracy and math. Are they one and the same? Can they be use interchangeable or no. “We want to get you view on the topic under discussion!”

STEP 2: Seeking for information through interview:

Ask each participant to ask another participant about their understanding of what numeracy. They should write the respondent answer and then they move to fine another person and also interview then.

Ask about 4 to 5 participants (randomly selected) to tell what they got from their interview. Ask the other participants view on the 4 – 5 responses.

STEP 3: Refer them to first sheet of the manual and ask a volunteer to read the standard for the content area and then ask for explanation

Numeracy is defined as the skills and working knowledge of mathematics, as well as the development of a mathematical mind. Thus numeracy includes mathematical skills such as facility with the decimal number system, being able to read, write, compare and order numbers, as well as being able to complete basic operations with numbers.

However, numeracy is more than just possessing the skill of calculation. A mathematically developed mind is also able to recognize patterns, able to see relationships among numbers and shapes, and is able to solve problems through analysis and interpretation. It means being able to understand different ways that information is presented, such as graphs, maps, and diagrams.

Numeracy is deeply embedded in daily activities in all cultures: numeracy and the mathematical mind are involved in counting, measurement and spatial reasoning, all

required in order to be able to cook a meal, to make a pattern and sew new clothes, to make purchases in the market, to construct a house, to calculate the timing of a journey, to keep track of time-sensitive events such as religious holidays and loan repayment schedules, to understanding medication dosages, and much more.

Many people develop strategies for doing all of those activities even without having received formal mathematics education. Thus it is critical that adult numeracy education content build upon the strategies the learners have developed in their lives, and that the formal mathematical content they learn be directly applicable to their lives.

STEP 4: Review their comment with the view to make clarity. Explained what numeracy is and then differentiate between numeracy and math taught in the formal school

STEP 5: Ask the participants to read the content standard in the curriculum and the section on What is Numeracy in groups of two and summarize their findings and present to the session

STEP 6: Summarize the sections clarifying the relationship between numeracy and outlying the content of Level I manual

Title of Session: **Overview of Numeracy Modules**

Duration: 1 hour 45 min

Objective: To help participants understand why numeracy is being taught, understand the definition of content module area

Outcome: participants understand the concept of the numeracy curriculum

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Method: Lecture

Activities:

STEP 1:

Introduce the content area by opening

Introduce the topic on content by making a short presentation on the layout of the module and lessons

Prepare presentation on specific modules and their definitions, brief read through of each module

STEP 2:

Prepare presentation on specific modules and their definitions, brief read through of each module

Answer any initial questions on the curriculum content or the meanings of particular terms.

STEP 3:

Assign a module from the curriculum to each group of participants to discuss the following questions:

- *Review the content area of each module and write down questions on the content area that you do not understand.*

STEP 4: Group presentation: ask each group to present and then solicit view from other participants (you can also pose question to the group as they presents. Note the misconceptions as well as new idea that are good for clarity and reinforcement at the end of the session.)

STEP 5:

The Master Trainer, engaged students, or other resource persons answer any questions and provide insight on the aspects of the curriculum that make be difficult to understand.

Summarize and conclude the session by clarifying misconception, providing new information and reinforcing new and good ideal

Title of Session: **Lesson Planning for Numeracy**

It is necessary to practice lesson planning, using the template provided for Nonformal Education. Teaching literacy through nonformal education is also very different than formal school teaching so the methods of facilitation and youth/adult-oriented teaching styles need special attention for mastery.

Duration: 30 min

Objective: To allow participants to create lessons plans from a facilitator's perspective and NOT a teachers using the new content area

Outcome: Facilitators develop a lesson plan using a facilitator's perspective

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk, handouts

Method: small groups, individually

Activities:

Step 1:

Review the session from the first day and the difference between lesson plans by teachers (lectures and all writing on the chalkboard? Flip chart) and a facilitators lesson plan (interactive, discussion based, question probing)

Step 2:

Assign each participant a lesson from the curriculum and ask them to create a lesson plan for a facilitator (they should not write the lesson on the board and they should not get up in front of the classroom and lecture)

Step 3: Go around to each person making the lesson and give pointers and suggestions on how to make the lesson they created more like a facilitators lesson plan. Trainer should remind participants of adult learning techniques and the following instructional methods (below)

Ensure that teachers develop lessons plans, one each from module. Assign tasks so that modules are spread evenly among participants.

Let facilitators of nonformal education know that the curricula they are receiving are full of lesson plans. Unlike ALP, in the case of NFE, the lesson plans are already developed. The emphasis should be on becoming familiar with the content and flow of the lesson plan and on preparing needed materials. You are being asked to facilitate in a way that is very different that what is commonly practiced in a Liberian school classroom – so it is up to you to operationalize them!

RESOURCE: LISTING OF METHODS

The following types of active learner-centered teaching and learning methods may be found in nonformal education programs. Some of them are used in the Liberia nonformal education courses; others may be adopted by Facilitators as they become familiar and experienced with the new curriculum.

Pair share and pair work: When introducing a new activity or when working with the large group, the facilitator may find it useful to have two people sitting next to each other to work together or share their ideas on a topic. This encourages participation from those that are less comfortable speaking in front of the large group, gives an opportunity for participants to share their experiences and ideas with someone, and helps to build trust among participants as they get to know each other better. The facilitator should remember to give clear instructions and keep to time.

Small and large group discussion: Discussions happen in every activity whether it is working in small groups or large groups. As a facilitator it is important to be clear on what the task/topic of discussion is; keep participants focused on the topic; make sure everyone has the opportunity to participate; keep to time and gauge participants' levels of energy and interest. During small group discussions, it is important for the facilitator to go around to all of the groups to make sure they have understood the task and are staying on course and to check their understanding of the topic. During large group discussions the facilitator needs to manage the flow of the discussion; help make connections among ideas and points that are expressed by participants; engage those who are not participating and repeat or sum up the main points discussed.

Small group work: Many activities get carried out in small groups to allow maximum participation. When working in small groups, it is important to:

- divide participants in different ways and in groups of different sizes, depending on the activity (and mix the groups each time so they aren't always working with the same people);
- give clear instructions on the task, time allotted, the expected outputs, and how the output or outcome will be reported back to the full group. If the output will be presented on flip chart paper, someone will need to be designated as the recorder. If literacy levels are low, verbal feedback is better;
- visit groups to make sure they are on the right track;
- manage the time well, especially when the small groups are sharing their output with the large group.

Individual work: Throughout the literacy and numeracy courses, learners will engage in some individual work, most of which will be done in their work/copy books. It is important for the facilitator to be available to help and encourage learners, as well as to ensure that there is a quiet atmosphere in which to work. Individual work doesn't mean that learners cannot consult with or help each other; rather it means that each person is writing, reading, or calculating on their own first. For most people, learning is a social activity; we learn from and with others.

Role plays: Role plays provide the opportunity for participants to practice new skills and attitudes in the safety of the workshop setting before trying it out in the real world. Role plays can be planned ahead of time with a script or be developed by the participants themselves around a particular issue. They can be done by a few people in front of the large group to demonstrate a skill, attitude or situation, or they can be done in small groups of three where people switch roles after a period of time. Typically, in the small group one person acts as an observer and gives constructive feedback back to the other group members. When doing role plays, it is important to give the participants information on the objectives of the role play, their specific roles and a checklist for the observer. Role plays should always be processed afterwards, where the facilitator can lead the discussion with some guided questions prepared beforehand.

Case studies/ scenarios: Case studies provide participants with the opportunity to put their newly acquired knowledge into practice, to identify, analyze and solve a problem. The case study can be based on a real life situation or be created to reflect an issue they might face at home, at work or in the community. Case studies can be read aloud to participants or handed out, depending on the literacy level. They can also be completed in pairs, small groups or large groups. The information in the case study /scenario should be clearly presented and a set of questions should be provided to help guide the participants in their analysis. The ultimate goal of the case study is to generate possible solutions to issues that may arise in the course of daily life.

Games: Games are a fun way of learning new information or applying newly acquired information. They can be based on popular games or made up. Games can introduce an element of competition and can energize a group. Participants should be clear on what the objectives are and how to play the game.

Brainstorming: Brainstorming is an element of many of the activities, and is used when one wants the participants to generate ideas. During a brainstorming session, participants share one idea at a time, all of which are written down. All ideas are accepted and should not be judged. Participants can further discuss the items after the list has been generated, and depending on the objective of the activity, they might rank the ideas in order to prioritize or categorize their responses.

Presentation: Presentations are a more traditional way of providing information to participants and are useful when active learning methods will not effectively get at the information you are trying to provide. Presentations are best kept to a minimum, interspersed with methods that are more engaging and participatory. When giving a presentation, it is best to plan it ahead, keep the time to a minimum and break it up with questions and answers from the participants.

Panel discussion: Panel discussions involve bringing in experienced people to discuss a particular topic. Participants are given the opportunity to ask questions and those on the panel provide information based on their experience. The people on the panel may be experts in a particular area (e.g. business owners, workforce development specialists) or they may be the participants themselves who have had a particular type of experience. When outsiders are brought in, it is important to contact them at least a week ahead of time, explain the objectives of the session and the type of information you would like them to share with the participants.

Pictures: Pictures can be used in different ways during a workshop. They can be created by the participants to reflect something they have learned or they can be used as an aid by the facilitator to generate discussion on a particular topic. When using a picture(s), make sure that it clearly presents the issues that you are trying to get at and make sure it is culturally appropriate. Provide the participants with guided questions when they are trying to interpret or analyze a picture.

Reflection activities - individual, guided, journal writing: Reflection activities, when participants get the opportunity to step back and think about their own experiences, behavior or attitudes, can be done during or at the end of an activity. Reflection might be guided by the Facilitator, where the Facilitator creates a quiet, comfortable environment and poses a series of questions for the participants to think about. These thoughts might be shared with other participants after

enough time is provided for individual reflection. Reflection activities may also happen at the end of an activity, in the form of guided writing in copy books.

Review activities: *Review activities can take on many forms, such as round robin (when people go around in a circle and share something they learned during the session), quiz competition, ball throwing, question and answer, etc. These activities can be done at the end of every session to review the main topics, concepts and ideas that were covered. Review activities provide the opportunity for participants to recall main points and for facilitators to check the level of understanding of the participants.*

Title of Session: **Micro Teaching: Numeracy**

Duration: 1 hour 45 min

Objective: Each facilitator will have the opportunity to create a lesson plan and demonstrate a lesson chosen on work readiness

Outcome: Trainers will have experienced a real facilitation of a numeracy lesson

Preparation Tasks: Materials needed: flipcharts, markers, curriculum

Activities:

Step 1:

Choose one facilitator to present the lesson. Do the lesson from start to finish as if it were a real lesson.

(Choose the strongest, brightest teachers to model the first lessons. As you continue through the micro teaching section ensure that all get the opportunity to demonstrate lessons. Make sure that women get plenty of practice. Also call on weaker or shyer teachers to present.)

Step 2:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 3:

Choose a second lesson to be presented.

Step 4:

The presenter will give a self evaluation at the end of the presentation then the group will provide the presenter a critique on what worked well and what could be improved.

Step 5:

At end of session, ask participants to reflect how this curriculum is similar or different to the topic they studied over the first 7 days of the training session.

(If you find time is short during this session, ask the second person presenting the lesson to do part of the lesson rather than the full 45 minute lesson)

PRINCIPALS

Title of Session: **Supporting Enrollment and Retention and Reducing Drop-out**

Duration: 1 hour

Objective: 1. to provide participants strategies for maintaining enrollment and retention of students

2. Share mid -term evaluation result with participants

Outcome: 1. Teachers increased students' enrollment

2. Teachers are informed

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1:

Present results from the mid-term evaluation of accelerated learning schools.

Evaluation Findings

- *Enrolment figures for ALP regular programs are unlikely to be reliable.*
- *It was difficult to disaggregate ALP from regular pupils.*
- *Some schools did not have normal primary classes when they could enrol children in ALP classes instead.*
- *Enrolment in night schools is unlikely to reach targets.*

STEP 2:

Engage in group discussion

Ask participants to:

List at least 3 reasons why some students drop out of school completely

List at least 3 ways schools and school community actors can help students stay in school

(prompt participants with the following if they do not already mention these)

As a group, brainstorm strategies on how they can promote enrollment and retention

- Use of Back To School Celebration to encourage enrollment
- Use sporting as an entry points
- Collect update from school (Student's Attendance)
- Track students enrollment
- Gather information on students' progress
- Meeting with individual students when warning signs appear

- Conduct regular follow up in school on delinquent students to ensure that enrolment is maintained
- Visit individuals, homes and families...
- provide psycho-social support to struggling students
- Contact with school authorities on the progress of students
- Deal with issues of Sexual Exploitation and Abuse (SEA) through awareness
- Build on assistance in mobilization by Community Participation Officers, youth volunteers

STEP 3:

Ask principals to gather in small groups and draft up a school level plan on maintaining enrollment and reducing drop-out.

Title of Session: **Management of Instructional Materials**

Duration: 1 hour

Objective: to enable participants to manage instructional materials

Outcome: Participants be will able to effectively use instructional materials

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Instructional Materials Management

GROUP PRESENTATION

✿ What's going on ? ✿

- Take a pen. Get ready to draw a picture.
- If you were to visit an ALP classroom today, and you wanted to see the instructional materials for the classroom, what would you find ? Where are there? How are they stored? Where are they stored? Who is using them? Who is not using them? Who is responsible to care for them?
- Now draw a picture of what you would like to see.....

What are instructional materials?

- Instructional materials are items that are used to aid in the transference of learning information from one to another. Teachers may use instructional materials to aid in the teaching of subject matter for a class.
- Instructional materials could include:
 - Audio/Visual aids
 - Books
 - Articles for the classroom
 - Materials for project development
 - The locally developed materials discussed in the next session
- What are other names for these materials?
- Some call them instructional materials, while others may call them learning or teaching aids.

What is Instructional Materials Management?

Instructional Materials Management is the organization and coordination of the instructional activities and materials in accordance with certain policies to achieve clearly defined learning objectives.

Who is responsible to manage the materials?

- Management of the instructional materials/resources of Public Schools is a responsibility shared by the school authorities, PTA and district education staff with supervisory or administrative responsibility for instructional programs.

What are the principal's responsibilities?

- The duties and responsibilities of principals for instructional materials management and care include:
- **Proper Use of Instructional Materials** - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that the school maintains a collection of textbooks and ancillary instructional materials sufficient to support the instructional program in all courses offered by the school.
- **Security and Safety of Instructional Materials** - Ensure that materials are kept in safe and secure storage to avoid theft and damage to the materials by termites, rats, etc. and moisture.
- **Communicate to Parents the Manner in Which Instructional Materials Are Used in the Curriculum** – Effectively communicate to parents, through the PTA meetings the manner in which instructional materials are used to implement the curricular objectives of the school.
- **Conservation and Care** - Principals shall ascertain by inspection, and ensure that all instructional materials issued to the school are cared for properly.
-
- **Accounting for Instructional Materials** - Ensure that all instructional materials are fully and properly accounted for.

What are the teachers' responsibilities?

- The duties and responsibilities of teachers for instructional materials management and care include:
- **Proper Use of Instructional Materials** - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that lesson plans reflect the appropriate materials for the grade level and that the plan is used for instruction.
- **Use of Materials by Students** - Ensure that students use the materials given them during class and for assignments and homework.

Documenting

List in your teacher notebooks, the responsibilities of principals and the responsibilities of teachers in managing instructional materials.

☞ **You discuss!**

SCHOOL LEVEL PLANS

Join in groups, according to school.

Develop a plan for instructional materials management at your school.

Your plan should include:

- What types of materials are to be included
- Where materials are stored

- How they are secured
- How their use by students will be maximized
- Who holds what responsibilities
- How you will support teachers and principals to manage the materials effectively
- What should happen when instructional materials are not being managed correctly

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

-

Managing instructional materials

In a group of 5s allow participants to discuss ways to manage instructional materials. Place each group findings on posters and share with others then reinforce by adding the points below.

- Principals supervise materials
- Always have a listing of all instructional materials
- Prepare a storage
- Provide Education Officers copies of list of instructional materials
- CESLY Monitoring and Evaluation staff will track instructional materials
- Prepare a school plan for managing instructional materials.

Divide the class into 8 groups. Assign each activity below to each group and let them discuss in small group. Let each group state how they will manage it

- Pre-preparation
- Receiving and Checking Deliveries
- Protecting Textbooks
- Basic Record Keeping Systems
- Managing the Stock
- Storing the Stock
- Conserving and Book Repair
- Using Textbooks and Instructional Management in Class

Instructional Management at the School Level

- Through CESLY each school has an instructional materials management plan. Let each school prepare a plan that they will use to govern use of instructional materials.
- If a school prepared a plan for the last academic year through accelerated learning, this is a time for them to update the plan.

The plans should be labeled clearly with the name of the school, location of the school and name of principal. They should be delivered directly to the LRC staff.

Title of Session: **Understanding Roles and Responsibilities**

Duration: 1 hour

Objective: Participants clearly understand their roles and responsibilities

Outcome: Participants understand consequences of not carrying out roles and responsibilities

Preparation Tasks: Take material for group presentation and place it on flipcharts

Good to invite Education Officers to the sessions on this day

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1:

Let participants turn to the person next to them and discuss what they believe their roles and responsibilities are

STEP 2:

Review the list of roles and responsibilities to be presented in the main session on the following day.

Teacher Responsibilities

- Deliver instruction in accordance with the guidelines presented in the Accelerated Learning curricula, Nonformal Education curricula and other instructional resources provided through the CESLY project
- Teach all classes assigned, demonstrating punctuality and consistent attendance (with Accelerated Learning taught 5 days a week and Nonformal Education Holistic Classes taught 3 days a week)
- Ensure that all students enrolled in the CESLY program are encouraged to attend classes
- Record daily attendance of students
- Prepare daily lesson plan for review by visiting monitoring staff
- Attend all training and teacher support activities initiated through CESLY
- Work to maintain and retain enrollment of students over the life of the project
- Work along with the PTA/local community to generate grassroots support for participation in Accelerated Learning and Nonformal Education
- Promote a culture of reading in and around the school
- Participate in Experience Sharing Circles
- Participate in professional development activities (training, cluster experience sharing etc.)
- Engage in tutoring and/or promote youth volunteers to tutor students
- Promote and engage in Service-Learning activities in Core Education Skills for Liberian Youths schools.
- Adhere to guidelines of professional conduct
 - Maintaining appropriate time on task
 - Free from Drunkenness
 - Adhering to appropriate dress code
 - Free from Bribery
 - Free from Sexual abuse/harassment and exploitation
 - Free from drug abuse
 - Free from use of foul language

Additional Responsibilities of Principals specifically

- Supervise classroom instruction regularly
- Carry out monitoring
- Contribute to or submit monthly reports to the LRC office on CESLY activities.
- Promote and oversee extracurricular activities at the school level, especially those which promote a culture of reading
- Promote other activities in support of the project objectives, as identified by Core Education Skills for Liberian Youth

STEP 3

- Clearly identify the procedures if there is failure to rectify conduct.
- Consequences –
 1. Letter of Warning, cc to DEO
 2. Letter of Warning, cc to DEO and CEO
 3. Recommendation delivered that individual is removed from the program

STEP 4

Ask principals to meet in small groups and discuss what their own role is in adhering to these roles and responsibilities

STEP 5: Code of Ethics

- What does a code of ethics mean to you?
In a large group, dialogue and create a vision of what it looks like when an education staff adheres to a code of ethics and professional standard of conduct.
- In small groups, prepare a role play on codes of ethics, in which an education staff is pressured to act in an unethical way. How does the person react? How does she or he handle the situation?
- (Different groups should address different issues:
Group 1: bribery
Group 2: unethical use of funds
Group 3: sexual harassment
Group 4: gender-based violence
Group 5: favoritism with personnel
Other groups: you choose the issue ...

Title of Session: **Principal Support to Teachers**

Duration: 1 hour, 30 minutes

Objective: Principals clearly understand what their role is in supporting teachers.

Outcome: Principals outline effective ways of providing and receiving support for teachers inside and outside the classroom

Preparation Tasks: Take material for group presentation and place it on flipcharts

Good to invite Education Officers to the sessions on this day

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

Step 1 Group work Break participants into small groups composed of ALP principals and NFE principals and let them state what 5 ways in which they can provide support to teachers/facilitators

Step 2: Lead participants in the following areas that teacher/facilitator will need support from the principal.

1. Encourage teachers/facilitators to always be on time and punctual
2. Provide guidance in preparing and planning lessons daily
3. Support teachers/facilitators by monitoring and giving honest and realistic feedback on the quality of performance in the classroom
4. Support teachers in the management of their classrooms
5. Support and promote the culture of reading
6. Management of textbooks and instructional materials
7. Provide support and tutorage in the mastery of core content areas
8. Coach, mentor and shadow teachers/facilitators especially newly assigned or beginners
9. Guide teachers/facilitators in maintaining professional ethics and conduct
 - Drunkenness
 - Dress code
 - Bribery
 - Sexual abuse/harassment and exploitation

STEP 3

Discuss each of the 9 areas above.

As you discuss have the ideas written up on the board for each of the area.

Here are examples from the first two areas.

Support to Teacher Lesson Planning

How do you support teachers in preparing a lesson plan?

Things to look out for:

- Ensure that lesson plans are properly implemented
- Check the date

- Check the objectives
- Check learning resources
- Check students note books
- Check relevancy of lesson
- Compare lesson topic to curriculum
- Teachers fill it out the form in the principal's office before entering the classroom.
- Principals should monitor the lesson plans on a daily basis,
- The Lesson Plan needs to be filled out properly and fully, if not stipend will not be paid

Supporting Teachers in Classroom Management

- Establish classroom rules, as teachers guide the process and implementation
- Delegate responsibilities to students
- Teachers should set good examples for students to follow

Teacher Absence

Let participants know what to do when a teacher is sick or absent – the principal, or in extenuating circumstances, should substitute in order to not steal learning time for the students

This is why principals attended all days of content training so that they have a basic understanding

STEP 4

Ask 9 different groups to prepare role plays on the above issues.

After each role play discuss what happened. Was the principal's behavior appropriate? What could the principal do to improve their support to teachers.

Title of Session: **Supervision Skills**

Duration: 1 hour

Objective: Principals clearly understand what their role is in supervising teachers.

Outcome: Principals can clearly articulate what kind of supervision teachers need and how to implement it.

Preparation Tasks: Take material for group presentation and place it on flipcharts
Good to invite Education Officers to the sessions on this day

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1:

What are some common problems in teacher behavior?

Brainstorm a list of topics from the group and supplement it with the following topics.

Teacher and Administrator Department

Time on Task (absence, tardiness, poor use of time in the classroom)

Harassment

Drunkenness

Dress Codes

Step 1: Inquire from participants what they think is meant by supervision

Step 2: Do a brief role play depicting good and poor supervision approach (call on skilled individuals to demonstrate each)

Step 3: Let participant discuss the role play and list what was good and what approach was poor and needs to be improved.

Step 4: Basic supervision Skills

Supervision is aimed at supporting and building the capacity of teachers and facilitators by observation, coaching mentoring and shadowing, etc. Supervision is not intended to police, threaten, intimidate and punish.

- Principal should first of all be a positive role model and exemplar figure for strong pedagogical skills and professional ethics
- Be honest and consistent in supervision
- Be timely and punctual in class
- Sit quietly at the back of the class without interfering unnecessarily or interrupting
- Friendly correct on the spot if the teacher is making an error by calling the teacher aside where they students will not notice

- Take mental notes

After Supervision

Principals should: Thank the teacher for his/her effort and ask what were his strong points and where improvement is required

Provide positive feedback of good teaching practices and point out areas in which he/she will need to improve

Step 5

In pairs, two by two, let each individual practice with one another, choosing a real problem that they have encountered and practicing how they would give feedback on the problem.

Clearly identify the procedures if there is failure to rectify conduct.

Consequences –

1. Letter of Warning, cc to DEO
2. Letter of Warning, cc to DEO and CEO
3. Recommendation delivered that individual is removed from the program

Title of Session: **Monitoring and Assessing Change in Teachers’ Instructional Practice**

Duration: 2 hours

Objective: Principals clearly understand how to use SCOPE tool to supervise teachers.

Outcome: Principals gain practice in use of tool

Preparation Tasks: Take material for group presentation and place it on flipcharts

Good to invite Education Officers to the sessions on this day

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1: Make the following presentation

What are some of the ways in which teachers can be supported to uptake new skills and change behaviors?

The SCOPE tool will be used to monitor progress of teachers in taking up the new skills introduced through the teacher training and through the EGRA Plus manuals.

- *What is the SCOPE?*
- The Specialized Classroom Observation Protocol for Educators (SCOPE) tool is an assessment tool that tracks progress of teachers in 3 core areas:
 - Time on Task, Attendance & Punctuality
 - Utilization of Effective Pedagogy Skills in the Classroom
 - Use of Effective Reading Skills in the Classroom
- The SCOPE tool has both a monitoring and evaluation function as well as a supportive supervision function.

The instrument

- Cover sheet to collect background data on the observed teacher and classroom
- 26 items that focus on teacher instructional behaviors
- Items fall under 4 clusters:
 - Background
 - Teacher time on task
 - Pedagogical approaches
 - Reading instructional methods
 -

Background Cluster of Questions

- Take a look at the tool
- Background cluster covers:
 - School Information
 - Teacher Preparation
 - Student attendance
 - Use of instructional materials
 - Progress through instructional material sequence

Time on Task Cluster of Questions

Take a look at the tool and the questions in this cluster. In which questions, do you identify the following issues?

- Attendance
- Punctuality
- Types of instructional methods used

Pedagogical Approach Cluster of Questions

- Take a look at the tool and the questions in this cluster. In which questions, do you identify the following issues? Discuss how you define the meaning of these terms and what they would look like in practice.
 - Mastery of content
 - Use of instructional materials
 - Lesson planning
 - Classroom management
 - Relevance
 - Instructional strategies
 - Critical thinking
 - Student assessment
 - Engagement of all students

Teaching Reading Cluster of Questions

- Take a look at the tool and the questions in this cluster. In which questions, do you identify the following issues?
 - Phonemic awareness
 - decoding and word recognition
 - vocabulary knowledge
 - oral reading fluency and comprehension
 - reading and comprehension
- **How about outside the classroom?**
- Take a look at the tool and the questions in this cluster. In which questions, do you identify the following issues?
 - Feedback on homework
 - Tutoring

Observing classroom instruction

- Self-reported data on teaching can be unreliable
- Improve data quality with systematic and reliable observations in classrooms
- Instrument needs to be aligned with reform-based instructional practices as implemented through an initiative (in this case CESLY where CESLY schools are active)

SCOPE and behavioral complexity

- Some classroom observation instruments are “low inference.” They record the presence or absence of an observable behavior or limited set of behaviors.
 - “The teacher uses an attendance book and a pupil evaluation record”

- The SCOPE is a “high inference” instrument. It makes judgments about sets of observable behaviors.
- “The teacher *usually* asks open-ended, follow-up, and probing questions *both* within the context of the lesson and in relation to other contexts.”
- “The teacher introduces sounds and/or ensures that students correctly produce the sounds. “

SCOPE scale and criteria

- For each SCOPE item, criteria anchor the rating assigned to that item (1 to 5) in a combination of specific outcomes, nuanced differences, and examples.
- Instructional practices targeted by the SCOPE are complex. The criteria provide strong guidance but the observer’s judgment plays an important role.
- You will need to be thoroughly familiar with the criteria and pay close attention to the attributes that distinguish the different ratings for each item!

Interpreting the SCOPE scale

Ratings of 1
Numerous errors or incorrect information
Teacher-centered
Non-responsive to student lives and needs
Mostly chalk-and-talk
sounds of spoken words, parts of words never introduced
No guiding of students to sound-out unknown words or practice word recognition

Ratings of 5
factual and correct information
Student-centered
Relevant and responsive to student lives and needs
A variety of strategies used to introduce concepts and skills
Introduction of sounds and attention to students correctly producing the sounds.
Consistent guiding of students to sound-out unknown words or practice word recognition

Inter-rater Reliability

- It is important to have “inter-rater reliability” so that each person uses the same methods for understanding and marking the tool.
?? How would you define inter-rater reliability?

SCOPE criteria

- Task
 - Carefully read the criteria
 - Decide on your own what are the major attributes that distinguish the ratings (1 to 5) for these items
 - Discuss the criteria in your group and compare your ideas about these major attributes
 - Be ready to report to all of us about your group’s discussions

SCOPE criteria

- What are your initial reactions to the criteria?
- Was it difficult to reach consensus in your group about the major attributes associated with the different ratings?
- Were the criteria that you examined linked to our “learning activities” so far? If yes, in what ways?

Using the SCOPE

- Because of its high inference nature, the SCOPE is *not* to be completed during a classroom observation
- Observers collect “data” during the course of a classroom observation (1 class period)
- As soon as possible after an observation, the observer consults the data—with the SCOPE criteria in hand—and completes the SCOPE ratings

Observer “do’s” and “do-not’s”

- Do
 - Explain the nature of your visit
 - Reassure the teacher that the observation is *not* evaluative and data will *not* be shared with administrators
 - Attach your classroom observation notes to the completed SCOPE
 - Chose a corner and observe inconspicuously
- Do not
 - Interrupt the teacher during the lesson, point out her “mistakes” or take over his class!

Task: Observe sample teaching

- One volunteer to teach the materials
- (suggestion page 12 (week 1 day 3) of the EGRA Plus manual or any curriculum available)
- Make the volunteer teaches the whole lesson, from beginning to end, in the time that would be allotted for a class period.

Task: Observe sample instruction

- Take some time to read the criteria for items
- While observing the instruction, use:
- After the “observation,” use your data to rate the observed teacher

- Pair with a colleague and compare your ratings. Try to reach some agreement.

Whole group processing

- What are your initial reactions to conducting an observation and rating the teacher?
- How different were your ratings from those of your colleague? Was it difficult to reach consensus about the ratings with your colleague?
- Do you expect observing and rating instruction to be “easier” with traditional or reformed teaching? Why?

Title of Session: **School Level Plans**

Duration: 2 hours

Objective: to enable participants to manage activities at the school level

Outcome: plans developed in each of the core areas.

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

ALP schools' plans from last year

Activities:

SCHOOL LEVEL PLANS

During the In-service teacher training, Community Youth Intern and School Community Training the following plans were prepared by school level actors.

- commitment to attendance, punctuality and time on task
- Promoting a culture of reading.
- instructional materials management
- Conducting tutorial sessions
- experience sharing circle
- Alternative energy management
- School safety and prevention of gender violence
- continuing mastery of content

If you are an ALP school, \review the plans for your school last year.
What will you do to update and revise your plans?

If you are a new Nonformal Education Class, work on developing plans for each of the above areas.

You should do all the plans in the session and then in the evening hours find the teachers in your class and share the plans with them. Then on Day 9 , you will finalize the plans. You will need to submit these plans in order to graduate from the training.

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

(Master Trainers should collect all the plans and submit them to training officers)

IMPLEMENTATION

Title of Session:

Attendance, Punctuality and Teacher Time on Task

Duration: 1.5 hours

Objective: to acquaint teachers with how Attendance, Punctuality and Teacher Time on Task might be challenges, and for them to devise ways that these could be resolved in their own lives.

Preparation Tasks: Review the notes you took during the Master Trainer Training on this session

Materials needed: flipcharts, markers, each teacher needs to have their own notebook with them

Activities:

GROUP DISCUSSION

Engage teachers in guessing...

? ? How many hours do you think the average human life lasts?

- You can try three guesses...
650,000 hours!

How long does a student spend in class in a semester?

- 40 minutes x 4 sessions per day = 160 minutes
- First marking period = 29 days
- Second marking period = 29 days
- Third marking period = 19 days
- 77 days in school in Fall Semester 2009
- 160 minutes x 77 days= 12,320 minutes or... 205 Hours
- But how many of this hour does a student actually engage in learning?

Engage teachers in brainstorming: ☞ Your Turn!

- Think of a student who goes through one semester of class.
- What happens when the teacher is absent?
- When the teacher is late?
- When the teacher spends time on things besides learning during class hours?

Ask teachers in a large group writing answers on flipcharts

- ☞ What kind of challenges do teachers face in attendance?
 - ☞ What kind of challenges do teachers face in getting to class and starting class on time?
 - ☞ What kind of challenges do teachers face in staying on task once in the class?
 - ☞ Make a list of strategies about how each of these challenges can be overcome...
- (Review your notes from the Master Trainer training. Prompt participants with any items were important but not included)

Guide each individual in the room to take silent time and write down their own list of challenges that these personally face in attendance and punctuality. They should write down the challenges they face specifically in their own life.

School Level Plans

Break teachers and school administrators into small groups by school. (If there are too few teachers from one school then merge that group with a neighboring group.

Let each group create a table on flipchart, such as below.

CHALLENGE	STRATEGY	ENSURING EFFECTIVENESS

Let each member of the group, contribute their own ideas about the challenges they personally face and how they think it can be overcome. Let them put down a strategy how they can ensure that the strategy is followed out, including possibilities of self-monitoring or monitoring each other. Let them each make a commitment to putting effort into accomplishing each strategy where they each sign their name to the flipchart.

Allow time for each teacher to copy the table into their notebooks and the school administrator takes responsibility for taking the chart back to the school

Emphasize

Time on Task

No phone calls during class, walking out of the class to do other things

ALP Youth School- need particular attention to time on task, not leave before the class planned ending time

If there is ongoing lack of time on task, there will be consequences

If there are night lighting programs then the timing of the program should be shifted

Title of Session:

Learning from Monitoring, Supervision, Observation and Mentoring

Duration: 2 hours

Objective: to enable participants to manage instructional materials

Preparation Tasks: make sure you are familiarized with SCOPE tool

Post-project activity- Training Officers take note of the lists generated in which teachers delineate what kind of support they need from the project.

Materials Needed: flipchart, markers

Activities:

GROUP PRESENTATION (1:30, 40 min)

During this session, ask attendees to sit near the teachers from their same school before the session begins so that group formation is faster and more convenient.

Teacher Support System

You have been training in many new skills and approaches. How are you going to put into practice new skills and change behaviors when you get back into the classroom? What are you going to do when you find yourself slipping back into old habits?

Engage in group discussion. Write key points on the board

Have participant document this in their notebooks and label it as:

Vision of Good Teaching: Putting new skills into practice.

What kind of support do you need in being able to take up these skills?

(solicit ideas from teachers first, make a documented list (which Training officers will later share with the CESLY team)

—

What kind of teacher support is planned to be provided through the CESLY project ?

- in-service training
(this event)

- monitoring, assessment and supportive supervision
- distance education (10 modules to be aired over radio. Timing will be announced)
- experience sharing circles to be held at each school
- cluster based experience sharing to be held with a group of schools.

Monitoring, Assessment and Supportive Supervision

- Training engages teachers in face to face session to teach, model and practice new skills, knowledge and attitudes

After training

- monitoring and supportive supervision
- Supervisors engage in ongoing contact with teachers to ensure that teachers have frequent contact, that they are guided in the way they uptake new skills and that errors or misconceptions are corrected and put on course
- Distance education and experience sharing circles
- These activities help teachers continue their professional development and growth
- assessment
- Teachers are periodically assessed in their uptake of new skills, knowledge and attitudes to monitor progress and help the project understand how it can better support teachers.

What is the SCOPE tool?

- The Specialized Classroom Observation Protocol for Educators (SCOPE) tool is an assessment tool that tracks progress of teachers in 3 core areas:
 - Time on Task, Attendance & Punctuality
 - Reading and Numeracy Achievement
 - Utilization of Effective Pedagogy Skills in the Classroom
- The SCOPE tool will be used to monitor progress of teachers in taking up the new skills introduced through the in-service training and through the EGRA Plus manuals.

Using the SCOPE tool for Monitoring and Supervision

- The SCOPE tool has a monitoring and evaluation function as well as a supportive supervision function.
- During the In-service Training on Jan 4, a minimum of 10% of all teachers participating in CESLY will be pre-tested on the first day of the training
- A post-test will be conducted at the conclusion of the training.
- This pre-test will be compared to the post-test at the end of the session, as well as to SCOPE test results through Spring Semester 2010, so that growth and progress can be measured on how teachers are up taking their skills.
- This information will be used for monitoring and evaluation purposes, to measure the impact of the project and help donors decide whether it is making a difference to invest in education in Liberia or whether they should do something else with their resources.
- So your efforts in the classroom, and your diligence about putting skills into practice have a direct impact on investment in Liberia's future.

Using the SCOPE tool for Supportive Supervision

- The SCOPE tool will also be used as a talking point to help teachers observe, reflect and quantify their own progress over time.
- CESLY LRC Staff, District Education Officers and County Education Officers will utilize the SCOPE tool over the life of the CESLY project as a tool to monitor progress.
- When they come to visit your classroom, they will use the tool to assess how you are doing in teaching.
- You can sit down with them at the end of the session and have a debrief. You can look at how you scored compared to your previous observation where you were assessed. They will give you constructive feedback to help you work through any areas where you need to improve.

What does the SCOPE tool look like?

- Review the tool. (Master Trainer reads the questions out loud or write them on a flipchart so you don't have to waste paper, by distributing one to all teachers)

Do you have any questions to help clarify?

Practicing Learning from Mentoring (2:10, 20 min)

With a partner, pretend that one of you has just finished teaching a sample lesson, and one of you is the assessor. Assessor: Practice how you will give feedback to the teacher. Teacher: What kind of questions will you ask the assessor? If you hear feedback on the areas of your teaching that were weak, how can you use this time with your assessor to learn how to improve your performance? (have group partners switch after 7 minutes)

GROUP PRESENTATION (2:30, 10 min)

Comprehensive Teacher Support

- We have looked at the SCOPE tool in depth and regular monitoring visits as a way to help teachers keep progressing, after the input of the In-service training. But what other ways exist to help teachers strengthen and reinforce the skills they were exposed to during teacher training?
-

Distance Education

- The project will make a very modest degree of inputs through distance education to support the key messages being delivered to teachers.
- These will broadcast on radio, dependent on whether affordable airtime is offered.
- Recorded materials will be used at training sessions
- Distance education material can be drawn upon during experience sharing circles.

Cluster based experience sharing

Why do we do cluster based training?

- To provide teachers' refresher
- Teachers mentor each others in core content areas
- Help teachers reinforce contents and skills
- Increase participation at school activities
- Provide awareness on school safety and gender – based violence
-

Title of Session: **Promoting a Culture of Reading**

Duration: 1 hour

Objective:

- to enable participants to manage instructional materials
- participants will be able to help learners adopt good habits for reading with comprehension
- participants will be able to link school based reading activities to communities

Outcome:

- Learners spent times reading varieties of reading materials.
- Functional Reading clubs formed in school communities
- Increased reading habits at school level and in communities

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

During this one hour, ask attendees to sit near the teachers from their same school before the session begins so that group formation is faster and more convenient.

Divide the participants into three groups and assign each question below to a group, then introduce a brainstorming discussion with teachers about the definition of culture of reading and how it works in Liberia by asking the following questions (and you can stimulate debate among the participants). **What is a culture of reading? Do you think we have this culture in Liberia? In our classrooms?**

GROUP PRESENTATION (15 min)

Allow each group representative 5 minutes to present their group report. Write out key points as you discuss each question.

Emphasize that without a Culture of Reading....

- Chalk and talk dominates classroom interactions.
- There is a lack of reading materials available to most teachers and students.
- The absence of a culture of reading is a major concern in most African societies.

Why would we want to promote a culture of reading?

Reading is one of the fundamental building blocks of learning. Becoming a skilled and adaptable reader enhances the chances of success at school and beyond.

Reading is not just for school, it is for life. Reading, in all its variety, is vital to our becoming better informed; have a better understanding of ourselves and others; and to our development as thoughtful, constructive contributors to a democratic and cohesive society.

A nation's economic health, social health, development, and competitiveness all depends on its level of literacy and the ability of its people to read widely for practical purposes and for pleasure.

This means making the current generation more aware of the pleasure and importance of reading in daily life, and ensuring that they have the level of literacy skills required in modern society.

What do students need to see in teachers in order to promote a culture of reading?

The goal of promoting a culture of reading is to get students interested in reading for pleasure and self-education.

- Students need to see in their teachers a high level of real engagement with reading in order to be encouraged.
- Teachers themselves need to be committed and enthusiastic readers willing to share their personal stories with their students.
- Teachers need to learn how to develop and how to communicate their passion for reading.

Small Group Work (10 min)

Gather into groups according to school. Brainstorm how you think teachers can develop and promote a culture of reading within themselves and around them

GROUP PRESENTATION (15 min)

Strategies for Promoting a Culture of Reading INSIDE the classroom

(The master trainer can list the bullets on flipcharts. And then discuss the items denoted in the dashed arrow underneath each bullet)

- Teachers develop a passion and a joy for reading
- Teachers strengthen their own core skills in reading
- (Addressed in in-service training)
- Teachers strengthen evidence-based methodologies for teaching reading
- (Addressed in in-service training)
- Teachers place acquisition of reading at forefront of curricular goals
- (Addressed in in-service training and changing of lesson planning with EGRA manual)
- Teachers make reading acquisition a core skill to be addressed through exams
- (Addressed through EGRA assessments)
- Teachers address the needs of all students to ensure that all learn, no matter what level they are a
- Encourage teachers to help learners produce their own reading materials.
- Grants Package with reading materials
 - OYSS
 - Nonformal Education Liberian Stories
 - We Care Liberian Stories
- (This may include stories, letters, or wall displays decorated with pictures. These items can be placed or drawn on the walls of the inside or outside of the classroom to decorate the building and contribute to a literate environment.)

Strategies for Promoting a Culture of Reading OUTSIDE the classroom

Organize a “book shelves review day”

Perhaps once every two months mobilize your community to spend at least 2 hours in your library or reading room and at LRC libraries reviewing reading resources.

- Link activities outside the classroom with those inside the classroom.
- For example, utilize reading materials developed inside the classroom to decorate the school compound or other community buildings.
- Mobile library – LRCs will establish a mobile library to serve school and enhance readability skills of teachers and learners.

- Establish a school yard or community bulletin board.
- Populate it with reading material that is interesting and engaging for onlookers.
- Use the bulletin board as a type of newspaper, with current events and recognition of youth who have excelled in reading
- Engage community in making signage at the community level

- Make available supplementary reading materials,
- suitable to children will create interest in reading, writing and speaking out ---which leads to children and youth’s enjoyment of the learning process. Ensure that these learning materials can be checked out.

- Establish Reading-Focused Clubs or.... Even Writing Clubs
- These clubs can be engaged in several child-led activities such as debates, discussions, exhibitions, and drama, with reading as a core skill to be strengthened in each activity. The underlying purpose of the clubs could be to address barriers and challenges in the children's schooling experiences and educational process or focus on particular topics.
- The clubs can produce written materials- poems, jokes, stories, songs and other items.

- Sponsor competitions and contests in which:
- Students compete in spelling bees
- students read a book and then must answer questions on the book
- students produce their own stories, books, essays, dramas, poems or other written work
- family-based competitions drawing on oral traditions, in which a learner writes down a family story transcribed in mother tongue one side, and translated in English on the next (for instance, a grandmother is the storyteller while the youth serves as a scribe)
- Schools that demonstrate the greatest change in EGRA assessments win prizes

- Competitions can be within a school and between schools.
- Prizes could include:
- public praise in the school assembly and a place in the list of winners

- a small prize
- Establish soccer matches linked with culture of reading activities,
- as a way of linking out-of-school youth into the promotion of a reading. Form teams mixing high and low-level readers, older and younger, pressure on the better ones to help others.
- Invite “Reading Ambassadors” visits schools and communities
- to promote reading providing an informal, interactive forum for children and youth to focus on improving reading and writing skills (CESLY volunteers, such as Community Youth Interns and

National Youth Service Volunteers, Peace Corps Volunteers, IFESH Volunteers, can be utilized as Reading Ambassadors)

- Promote reading-focused extracurricular activities
- field trips, service projects or other engaging activities that give students the opportunity to be exposed to and to practice reading

WHO can promote a culture of reading at the community level?

- Teachers can spearhead reading initiatives.
- The CESLY project will also recruit Community Youth Interns and National Youth Service Volunteers who can take an active role in promoting a culture of reading.
- Teachers and volunteers can engage peers, out-of-school youth, family members and more educated community members in reading activities, as competition judges, as service project coordinators, as oral storytellers, etc. Certificates can be presented to community members who are exemplary in volunteering their time.
- Teachers and volunteers can coordinate with the local YMCA to conduct reading-focused extracurricular activities

At your own school!

(30 min)

With the teachers from your school, make a plan for instituting a culture of reading for the next academic year

At the top of your paper, please clearly label it with the name of your school and the county. When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

FOLLOW UP

(Master Trainers should collect all culture of reading plans and submit them to training officers)

These plans do not need to be typed but they can be photocopied and delivered to CESLY central office. (or if you are in a distant location and it is hard to travel to Monrovia, feel free to type or scan them, what ever is most convenient).

They should be sent to with a cc to Sebastian and cc to Moses and Katy

Title of Session: **Use of Instructional Materials**

Duration: 1 hour

Objective: to enable participants to effectively use instructional materials

Outcome: Participants be will able to effectively use instructional materials

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1:

What are some instructional materials provided through CESLY

Instructional Materials Management

What are some instructional materials we need to manage in this project?

- Nonformal Education Curricula- distributed to all teachers and facilitators
- EGRA Manuals- given to ALP teachers in last academic year
- Decodable books- a
- ALP Teachers manuals- given to ALP teachers in last academic year
- Ordinary Yet Significant Series (OYSS) books- a set given to schools
- Sonie Stories (to be distributed into the hands of learners)
- We Care Liberian Stories (to be written and published)
- Mobile Library (to be disseminated by the LRCs to every school, so that children get the opportunity to utilize the books)

STEP 2:

What are principals and teacher's responsibilities?

Principals who participated in the session the day before , with one group/individual presenting teacher's responsibilities and one group presenting teachers responsibilities.

What are the principal's responsibilities?

- The duties and responsibilities of principals for instructional materials management and care include:
- Proper Use of Instructional Materials - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that the school maintains a collection of textbooks and ancillary instructional materials sufficient to support the instructional program in all courses offered by the school.
- Security and Safety of Instructional Materials - Ensure that materials are kept in safe and secure storage to avoid theft and damage to the materials by termites, rats, etc. and moisture.

- Communicate to Parents the Manner in Which Instructional Materials Are Used in the Curriculum – Effectively communicate to parents, through the PTA meetings the manner in which instructional materials are used to implement the curricular objectives of the school.
- Conservation and Care - Principals shall ascertain by inspection, and ensure that all instructional materials issued to the school are cared for properly.
-
- Accounting for Instructional Materials - Ensure that all instructional materials are fully and properly accounted for.

What are the teachers' responsibilities?

- The duties and responsibilities of teachers for instructional materials management and care include:
- Proper Use of Instructional Materials - Ensure that instructional materials are used to provide instruction to students enrolled at the appropriate grade level or levels for which the materials are designed. The above includes ensuring that lesson plans reflect the appropriate materials for the grade level and that the plan is used for instruction.
- Use of Materials by Students - Ensure that students use the materials given them during class and for assignments and homework.

STEP 3

Ask teachers how they think materials should be utilized in a class.

Clarify the following guidelines.

GUIDELINES FOR USE OF INSTRUCTIONAL MATERIALS FOR LEARNERS

1. Give the materials into the hands of learners directly
2. The learners keep it in class and use it in parallel with the teaching of the EGRA manual
3. Learners should be able to take it home and read it at home
4. The booklet should be managed according to the school level instructional materials plan

GUIDELINES FOR USE OF INSTRUCTIONAL MATERIALS FOR TEACHERS

- NFE Curriculum Materials
(in NFE holistic classes the 4 core subjects should be taught 3 days a week)
(in ALP Life Skills and Work Readiness classes, the materials should be taught once a week.
Therefore Life Skills is taught once a week during the Social Studies class and Work Readiness is taught once a week during the Science class)
- ALP Manual
- Should be taught 2 days per week during Language arts class

- Now that the MOE textbooks have arrived, use this on the same day when this issue is covered in the curriculum
- EGRA Manual
- Should be taught 3 days per week during Language arts class
- The decodeable book for learners is a reference book that should be used together with the EGRA Plus Manual
- The EGRA Plus 4 pages of short stories for learners should be used in conjunction with the EGRA Teacher's Manual as well as Sonie Stories
- Are you, as a teacher, following the components of the reading approach ?
- Phonological awareness
- Decoding
- Word sight recognition
- Vocabulary
- Oral fluency
- Reading comprehension

Title of Session: **Tracking and Maintaining Enrollment**

Duration: 30 minutes

Objective:

Outcome:

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Engage the M and E Officer to facilitate and assist in this discussion

Activities:

STEP 1

M and E Officers should utilize the attendance book and demonstrate how to track attendance.

M and E Officers should demonstrate on the board how to keep daily attendance on the chalk board.

STEP 2

Discuss the role of responsibility of all school actors in maintaining attendance.

List strategies for reducing drop-out

- Use of Back To School Celebration to encourage enrollment
- Use sporting as an entry points
- Collect update from school (Student's Attendance)
- Track students enrollment
- Gather information on students' progress
- Meeting with individual students when warning signs appear
- Conduct regular follow up in school on delinquent students to ensure that enrolment is maintained
- Visit individuals, homes and families...
- provide psycho-social support to struggling students
- Contact with school authorities on the progress of students
- Deal with issues of Sexual Exploitation and Abuse (SEA) through awareness
- Build on assistance in mobilization by Community Participation Officers, youth volunteers

Ask one of the principals to share the school level plan on maintaining enrollment and reducing drop out as a sample

Title of Session: **Experience Sharing Circles**

Duration: 30 min

Objective:

- to enable participants to manage instructional materials
- participants will be able to help learners adopt good habits for reading with comprehension
- participants will be able to link school based reading activities to communities

Outcome:

- Learners spent times reading varieties of reading materials.
- Functional Reading clubs formed in school communities
- Increased reading habits at school level and in communities

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1 Share the following information

School- level Experience Sharing Circles

Through various training sessions, the School- level Experience Sharing Circles has been established as a regular monthly meeting for local actors to coordinate at the school level.

- **WHAT IS IT?** Experience Sharing Circles at a school participating in the CESLY program are a mechanism for local actors in the school and around the school to share information, learn from one another, identify solutions to problems and coordinate their activities.
- **WHEN IS IT?** Experience Sharing Circles will be conducted on a monthly basis in each school. During in-service a time and regular meeting date should have been established. All LRCs should keep a record of these to coordinate visits at the time of the circles.
- **WHO ATTENDS?** ALP regular teachers, ALP night teachers and administrators together, along with CESLY volunteers, PTA representative attend. Other interested community members should feel welcome to attend. Females should be encouraged to attend.
- **WHO FACILITATES?** Teachers, principals and youth volunteers (NYVS volunteers & Community Youth Interns) will be involved in helping to facilitate and stimulate these discussions.
- **WHO DOCUMENTS?** Through first Experience Sharing Circles, School administrator, teacher and youth volunteer designate who should be the one to document the progress updates on the plan.

What is the Agenda to be Covered at each Meeting?

KEY MESSAGES

- Any content or messages from the project -(*CESLY will use the experience sharing circle as a communication medium when there is new information /messages to be conveyed*)

LESSONS LEARNED Teachers' lessons learned while striving to implement what they learned in the in-service training

- Other school actors lessons learned while striving to implement CESLY activities

CHALLENGES -Challenges faced and how teachers found solutions to overcoming these challenges

- Challenges faced by other school community actors and how they found solutions to overcoming these challenges

PROGRESS ON PLANS -Report out and progress updates on school level plans

- Firstly teachers should give a general report on academic achievement and progress, particularly in reading scores, among students.
- Next, youth volunteers should report on enrollment, persistence and community engagement activities.
- Then specific plans will be reported on by teachers, youth volunteers, PTA, etc.

Group Work

Planning for Experience Sharing Circles (2: 40, 15 min)

Sit together as a group and discuss the date and time for your first experience sharing circle.

The meeting should be scheduled for a 2.5- three hour period.

Then make a plan for the monthly timing of this event from now up through June 2010. At the top of your paper, please clearly label it with the name of your school and the county.

Each individual should copy the schedule into their teacher notebooks.

Each group should submit this plan to the Master Trainers

When you make a plan it is important that you stick to that plan. For instance, when CESLY staff/DEOs/others have your experience sharing plan, they might schedule a monitoring visit to coincide with a drop-in visit to your experience sharing circle.

(Master Trainers should submit each training hall's plans to the LRC Training Officer.

The Training Officer should type these up and submit them to Moses, with a CC email to Thomas and Katy.)

Title of Session **School Level Plans**

Duration: 1 hour

Objective: to enable participants to manage activities at the school level

Outcome: plans developed in each of the core areas.

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

ALP schools' plans from last year

Activities:

SCHOOL LEVEL PLANS

Join in groups, according to school.

During the In-service teacher training, Community Youth Intern and School Community Training the following plans were prepared by school level actors for all accelerated learning schools.

On Day 8, principals worked on crafting and revising their plans for the 2010-2011 academic school year. Teachers/facilitators and principals should sit together and finalize their plans along each of the following areas.

- commitment to attendance, punctuality and time on task
- Promoting a culture of reading.
- instructional materials management
- Conducting tutorial sessions
- experience sharing circle
- Alternative energy management
- School safety and prevention of gender violence
- continuing mastery of content

If you are an ALP school, review the plans for your school last year.

What will you do to update and revise your plans?

If you are a new Nonformal Education Class, work on developing plans for each of the above areas.

You will need to submit these plans in order to graduate from the training.

When you finish, copy the plan in to your notebooks and submit the written draft to the master trainers.

At the top of your paper, please clearly label it with the name of your school and the county.

(Master Trainers should collect all the plans and submit them to training officers)

Title of Session: **Understanding Roles and Responsibilities**

Duration: 45 minutes

Objective: Participants clearly understand their roles and responsibilities

Outcome: Participants understand consequences of not carrying out roles and responsibilities

Preparation Tasks: Take material for group presentation and place it on flipcharts

Good to invite Education Officers to the sessions on this day

Materials needed: Flipchart and markers/chalkboard and chalk

Activities:

STEP 1:

Let participants turn to the person next to them and discuss what they believe their roles and responsibilities are

STEP 2:

Present the following:

Teacher Responsibilities

- Deliver instruction in accordance with the guidelines presented in the Accelerated Learning curricula, Nonformal Education curricula and other instructional resources provided through the CESLY project
- Teach all classes assigned, demonstrating punctuality and consistent attendance (with Accelerated Learning taught 5 days a week and Nonformal Education Holistic Classes taught 3 days a week)
- Ensure that all students enrolled in the CESLY program are encouraged to attend classes
- Record daily attendance of students
- Prepare daily lesson plan for review by visiting monitoring staff
- Attend all training and teacher support activities initiated through CESLY
- Work to maintain and retain enrollment of students over the life of the project
- Work along with the PTA/local community to generate grassroots support for participation in Accelerated Learning and Nonformal Education
- Promote a culture of reading in and around the school
- Participate in Experience Sharing Circles
- Participate in professional development activities (training, cluster experience sharing etc.)
- Engage in tutoring and/or promote youth volunteers to tutor students
- Promote and engage in Service-Learning activities in Core Education Skills for Liberian Youths schools.
- Adhere to guidelines of professional conduct
 - Maintaining appropriate time on task
 - Free from Drunkenness
 - Adhering to appropriate dress code
 - Free from Bribery
 - Free from Sexual abuse/harassment and exploitation
 - Free from drug abuse
 - Free from use of foul language

Additional Responsibilities of Principals specifically

- Supervise classroom instruction regularly
- Carry out monitoring
- Contribute to or submit monthly reports to the LRC office on CESLY activities.
- Promote and oversee extracurricular activities at the school level, especially those which promote a culture of reading
- Promote other activities in support of the project objectives, as identified by Core Education Skills for Liberian Youth

STEP 3

- Clearly identify the procedures if there is failure to rectify conduct.
- Consequences –
 1. Letter of Warning, cc to DEO
 2. Letter of Warning, cc to DEO and CEO
 3. Recommendation delivered that individual is removed from the program

(Steer clear of stipend questions, letting them know that the stipend is \$15 until further notice from the Ministry of Education or USAID.

If asked let them know that later, a Field Testing Agreement form and a Memorandum of Understanding will be established at each school level.)

Title of Session: **Back to School Celebration and Closing Ceremony**

Duration: 30 minutes

Objective: 1. to enable participants to manage instructional materials received through grants packages.

2. Participants be will able to effectively use instructional materials

Outcome: Participants identify guidelines for usage

Preparation Tasks: Take material for group presentation and place it on flipcharts

Materials needed: Flipchart and markers/chalkboard and chalk

STEP 1

The Ministry of Education wants the education system stakeholder to celebrate Back to School Day on Sat August 28 around the nation. The objectives of this celebration are:

- promoting education as a national priority -creating awareness for
- community support and involvement -providing school supplies to
- children in our community.

At your school on Sat Aug 28 you should organize a clean up campaign, cutting the grass, getting your facility in order, inviting community members to mobilize others to come to school. It should be a day of service, and a day of celebration.

The Ministry of Education motto's are "I love education." "Education is my future!"

On this day, school start up packages will be presented by principals to teachers.

STEP 2:

Walk the participants through the grant process for Receiving grants instructional materials, school start up packages

Principals get grant materials on last day of Inservice workshop

LRCs should organize a formal program for handling the grant materials to principals through Education Officers

Upon receiving the materials, they have to have fill out a ledger form and they must be accountable.

Principals should host a Back to School Ceremony in each of their school on Sat Aug 28. On that day they formally hand over the materials.

Whatever teacher receives it they must sign for it and be accountable.

In addition, the CESLY project will deliver another set of materials during the school year for use with the nonformal education curriculum.

Principals will need to sign for the receipt of these materials and then teachers sign when they receive them from teachers.

At the end of the year, the non-consumable items must be returned to the principal for reuse during the next year.

Further paper work will be submitted on the details but this is the general process that should be followed.

STEP 3

School Start Up Package Handover.

Organize a Ceremony for the handover of the School Start up package, involving the Education Officer and other relevant education personnel

CESLY presents package to CEO

CEO turns over package to DEO

DEO hands over to Principals who ensure access and management of materials at school level.

RESOURCE MATERIALS FOR IN-SERVICE SESSIONS ON LITERACY

Topic:

Facilitating Literacy

What is facilitation?

- Facilitation is widely regarded as a process of guiding the group to use its knowledge, skills and potential to achieve its goals. It is particularly appropriate when groups have a need to focus on process issues such as how to work together effectively to achieve goals. These issues can include: sharing information, problem solving, decision making, dealing with conflict, group roles, etc
- Facilitation is the process of enabling groups to work cooperatively and effectively.
- Facilitation has become recognized as an important process in assisting a group to work together effectively to achieve shared outcomes. However its wide spread use across diverse contexts has seen the principles of facilitation fused with other delivery options such as teaching and training. There are similarities, but there are significant differences that need to be identified if facilitation is to be truly effective.
- Facilitation is helping a group to accomplish its goals. There are a wide range of perspectives about the ideal nature and values of facilitation, much as there are a wide range of perspectives about the ideal nature and values of leadership. For example, some facilitators may believe that facilitation should always be highly democratic in nature and that anything other than democratic is not facilitation at all. Others may believe that facilitation can be quite directive, particularly depending on the particular stage of development of the group. Effective facilitation might also involve strong knowledge and skills about the particular topic or content that the group is addressing in order to reach its goals
- Facilitation is "to make easy" or "ease a process". What a facilitator does is plan, guide and manage a group event to ensure that the group's objectives are met effectively, with clear thinking, good participation and full buy-in from everyone who is involved.

The key difference between facilitation and teaching and training is the degree of autonomy within which the group operates.

TEACHING	FACILITATING
<ul style="list-style-type: none"> • Teaching is didactic-teacher prepares the material to deliver • The teacher determines the direction of the session • The teacher is the main provider of information of the session (reservoir of knowledge) • During teaching two-way communication may be limited 	<ul style="list-style-type: none"> • Assisting and guiding learners so that they take responsibility of their learning • Encouraging small groups discussion and the exchange of ideas • Ensuring each small group shares the outcomes of its discussion • Listening and summarizing the outcomes of discussions

Teaching is like putting knowledge into peoples' heads while facilitating is drawing the knowledge from their heads.

Key skills of a facilitator are the ability **to observe, to listen, to know when to make an intervention, how to question in a way that creates new knowledge, how to give feedback and how to capture the group's learning**. To effectively facilitate groups requires an awareness of group dynamics and knowledge of self. There are some key points to follow.

Establish the Ground rules

Write a set of ground rules, and ensure that all participants agree to them. For example:

- All ideas are valid
- Have your say, and listen to others
- All participants are equal
- No mobile phones

- One meeting at a time
- Be punctual

Planning for Facilitation

- In what order should the topics be presented?
- How will participants get to know each other?
- How will they gain a common understanding of the objectives?
- If an event is to be broken into separate sessions, how much time should be allocated to each item?
- Will all participants be involved each session?
- Or will some be in smaller, break-out groups?
- How and when will break-out groups' feed back to the wider group?
- When will you recap and summarize?
- How will the outcomes of one session flow into the next?
- How will you achieve closure of the overall event?

Use a range of small group learning techniques for generating and sharing ideas

- Brain storming
- Pair works

Encourage participation by all members of the group, not just the dominant ones

Create a climate of thrust and co-operation

Move around each group listening, redirecting questions, ensuring that task to perform are clear, asking for clarifications if necessary

- Guide the discussions to keep them on track
- Seek information, facts, examples and suggestions
- Ask for clarification and elaboration

Manage time so there is sufficient time for each group to feedback to the other groups and any further discussion;

Summarize regularly at the end of each activity

Maintain an open environment

Groups work best when individuals are made to feel comfortable expressing their ideas. Encourage all participants to listen to what others are saying. If a session is splintering into separate discussion groups, halt them politely and ask them to deal with one discussion at a time.

Involve all participants

In any group, some individuals will be less inclined to speak up. Watch out for signs that people are not involved. Be aware of any participant keeping their head down, doodling, or showing similar lack of engagement. Some people may be so quietly spoken that they are susceptible to interruptions by others. To engage and encourage these people, ask them for their opinions and comments.

Pay attention

As facilitator, you must be attentive to what is happening at all times. Do not get side-tracked into long discussions with individuals.

Lead by example

You can encourage cooperative behavior by behaving in a way that is at all times honest, open, respectful and non-partisan. If a disagreement arises, do not take sides. Instead, ask the group to resolve the issue.

- **Factors to consider when facilitating:**
- The number of participants;
- The nature of the topic under discussion;
- The type of involvement people need to have;
- The background and positions of the participants;
- How well they know the subject and each other; and
- What do you intend to achieve (outcome) at end of the day
- The time you have available

To keep the event flowing and positive:

- Watch for and close any side conversations. These limit the ability of others to focus, and often people are exchanging ideas that should be brought to the group.
- Keep a close eye on the timing. Be flexible, and balance the need for participation with the need to keep things running efficiently.
- Learn what to do when a discussion isn't reaching a natural conclusion. Is more information needed? When and how will the discussion proceed? Park topics that cannot be concluded, and ensure that action time is scheduled to address these issues.
- Be on the lookout for people who aren't participating fully. Are they experiencing discomfort? What is the source of the discomfort? What can you do to bring them into the conversation?
- Pay attention to group behavior, both verbal and non-verbal. Some of the most damaging behavior is silent, so know how to spot it and stop it effectively.
- Step in and mediate immediately if there are obvious personal attacks. Effective facilitators look for the least intrusive intervention first, so reminding everyone of the

ground rules is often a good place to start. Whatever the issue, you can't allow bad behavior to continue so be prepared to take the steps necessary to stop attacks.

As a facilitator, there are many situations in which you may need to intervene. Rehearse when and how you'll do this. Keep the lightest of touch. And bear in mind the need to remain objective, keep focus on the desired outcomes, and generally maintain a positive flow.

The most difficult types of intervention are those involving conflict, anger and disagreement. Remembering your role, it's important to focus on the needs of the group, whilst considering the feelings and position of both parties involved in any disagreement.

To be an effective facilitator you must know when to take a leadership role, and when to be neutral and take a back seat. This is a difficult balance to maintain! The key to being proficient in the role is to plan and guide the proceedings effectively, and remain focused on the group process and outcomes, rather than specific content and opinions involved.

According to the study conducted by Dorothy D. Billington from her “Ego Development and Adult Education”, here are the **Seven Factors in Adult Learning environments which best facilitate adult growth and development :**

1. An environment where students feel **safe and supported**, where individual needs and uniqueness are honored, where abilities and life achievements are acknowledged and respected.

2. An environment that fosters **intellectual freedom and encourages experimentation and creativity.**

3. An environment where **faculty treats adult students as peers–accepted and respected** as intelligent experienced adults whose opinions are listened to, honored, appreciated. Such faculty members often comment that they learn as much from their students as the students learn from them.

4. **Self-directed learning**, where students take responsibility for their own learning. They work with faculty to design individual learning programs which address what each person needs and wants to learn in order to function optimally in their profession.

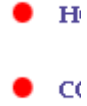
5. **Pacing, or intellectual challenge.** Optimal pacing is challenging people just beyond their present level of ability. If challenged too far beyond, people give up. If challenged too little, they become bored and learn little. Pacing can be compared to playing tennis with a slightly better player; your game tends to improve. But if the other player is far better and it's impossible to return a ball, you give up, overwhelmed. If the other player is less experienced and can return none of your balls, you learn little. Those adults who reported experiencing high levels of intellectual stimulation—to the point of feeling discomfort—grew more.

6. **Active involvement in learning**, as opposed to passively listening to lectures. Where students and instructors interact and dialogue, where students try out new ideas in the workplace, where exercises and experiences are used to bolster facts and theory, adults grow more.

7. **Regular feedback mechanisms** for students to tell faculty what works best for them and what they want and need to learn—and faculty who hear and make changes based on student input



Resource Facilitation & Working with Adults



Adult Learning Styles
Portfolio Development

Assessing Adults

Course Design

Facilitation Skills

[Return
Tutorial](#)

PRINCIPLES OF ADULT LEARNING

[Tutorial
Resources
Introduction](#)

[Types
of
Learning](#)

[Traditional
Pedagogical
Model](#)

[Andragogical
Model](#)

[Principles
of](#)

Many writers in the field of adult education have developed guiding principles to assist adult education practitioners facilitate learner-centred education. Following is a composite of some of these principles:

1. Involve adults in program planning and implementation



Including learners in the planning and

implementing of their learning activities is considered to be a hallmark of adult education. Their participation can begin with the needs assessment process where group members establish the programme goals and objectives. It is a widely held belief that people will make firm commitments to activities in which they feel they participated and contributed to the planning. Mutual planning of both

Adult Learning

The Role of the Facilitator

Preparation

Group Work

Conflict

Conflict Resolution

Effective Facilitation

Bibliography

Glossary

Assess
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curriculum, learning objectives, resources, assessment and evaluation methods encourages student participation in, and engagement with, the learning process.

2. Create a physical and social climate of respect
Create a climate that encourages and supports learning. The classroom environment should be characterised by trust and mutual respect among teachers and learners. It should enhance learner self-esteem. Supporting and encouraging learning does not mean that the environment is free of conflict. It does mean that when conflict occurs, it is handled in a way that challenges learners to acquire new perspectives and supports them in their efforts to do so. Adults will generally learn best in an atmosphere that is non-threatening and supportive of experimentation and in which different learning styles are recognised.
3. Encourage collaborative modes of learning
Foster a spirit of collaboration in the learning setting. Collaboration in the adult classroom is frequently founded on the idea that the roles of teachers and learners can be interchangeable. Although teachers have the overall responsibility for leading a learning activity, adult learning is a co-operative enterprise that respects and draws upon the knowledge that each person brings to the learning setting.

4. Include



and build on the student's experiences in the learning process

Develop an understanding of learners' experiences and communities. Draw upon learners' experiences as a resource. Not only do adult learners have experiences that can be used as a foundation for learning new things but also, in adulthood, readiness to learn frequently stems from life tasks and problems. The particular life situations and perspectives that adults bring to the classroom can provide a rich reservoir for learning.

5. Foster critically reflective thinking
Adult learning is facilitated when teaching activities do not demand finalised, correct answers and closure; express a tolerance for uncertainty, inconsistency, and diversity; and promote both question-asking and -answering, problem-finding and problem-solving.
6. Include learning which involves examination of issues and concerns, transforms content into problem situations, and necessitates analysis and development of solutions
Develop and/or use instructional materials that are based on students' lives. An important part of the participatory approach is using instruction that reflects the context of students' lives. Sometimes referred to as contextualised learning, this instruction--and the instructional materials--draw on the actual experiences, developmental stages, and problems of the learners to integrate academic content with real-life problems. Furthermore, it has the advantage of

integrating academic skills; rather than focusing on learning academic subjects separately, promoting learning in ways that are meaningful to the student ensures that the classroom becomes more authentic because adults learn to use skills in real-life situations.

7. Generate a participative environment
Incorporate small groups into learning activities. Groups promote teamwork and encourage co-operation and collaboration among learners. Structured appropriately, they emphasise the importance of learning from peers, and they allow all participants to be involved in discussions and to assume a variety of roles.

8. Encourage self-directed learning
Cultivate self-direction in learners. Self-direction is considered by some to be a characteristic of adulthood but not all adults possess this attribute in equal measure. In addition, if adults have been accustomed to teacher-directed learning environments, they may not display self-directedness in adult learning settings. Adult learning should be structured to nurture the development of self-directed, empowered adults.



Compiled and adapted from:

www.hrdq.com

[www.ed.gov/databases/ERIC Digests/ed451841.html](http://www.ed.gov/databases/ERIC_Digests/ed451841.html)

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Resourc
Facilitation &
Working with Adu

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Adult Learning Styles
Portfolio Development

Assessing Adults

Course Design

Facilitation Skills

EFFECTIVE FACILITATION

Effective facilitation requires:

Tuto

- Fulfilling the role of guide, not leader
- Establishing boundaries /rules for class behaviour, conflict, etc

- **Cultivating** atmosphere of respect
- **Understanding** personal learning styles and adult learning principles
- **Understanding** group dynamics
- **Building** group confidence
- **Guiding** and managing group interaction
- **Understanding** diversity/cultural differences
- **Organising** content, designing structured activities and processes
- **Active** listening, paraphrasing, observing, clarifying and elaborating
- **Interpreting** verbal and non-verbal behaviour
- **Confronting** dissension and managing differences, conflict resolution
- **Collaborating** with others; promoting participation/ inclusion
- **Analyzing** accurately and rapidly
- **Organising**, summarising and connecting data
- **Thinking** and speaking clearly
- **Keeping** focused on the process and achieving its desired outcomes
- **Giving** and receiving feedback
- **Modelling** questioning strategies and range of activities - quizzes, role plays, etc.
- **Incorporating** evaluation mechanisms
- **Maintaining** a good sense of humour - creating a light hearted atmosphere

Principles of Adult Learning

What makes good facilitators great

The Role of the Facilitator

Beyond polished skills, certain personal traits separate a competent facilitator from an inspired one. Inspired and inspiring facilitators:

1. **Inspire** *confidence and trust*
2. **Relinquish** *control* of the results
3. **Replenish** the room with their *energy and passion* for the process
4. **Are** infectious in their *enthusiasm*
5. **Are** eminently *adaptable*
6. **Group** *fair*
7. **Win** others over with their *authenticity*
8. **Wear** *humility*
9. **Are** protectors of each and every idea until evaluation time
10. **Are** *outcome-driven* yet *detached* from the results

Taken from:

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www.planonline.org/planning/strategic/overview.htm

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Topic

Assessing Literacy Facilitators

Like learners, literacy workers value the comments of others and take more kindly to positive feedback than to negative criticism. Feedback is likely to come unexpectedly and sometimes from unusual places.

The following checklist is designed to help literacy workers to monitor their own work: to identify their own strengths and weaknesses, as well as those of the funding or providing organisation. It might be productive for a group of colleagues to go through the list together. (It is not intended to be complete: feel free to add to it.)

Learning environment

- How suitable and comfortable is the place where I meet the adults?
 - Is there enough light?
 - Is it warm enough or cool enough?
 - Is it clean?
 - Can it be made more welcoming?
- What aids are available (a board, pencils, paper, a collection of reading material, etc.)?

Group management

- Do I always address the whole group when I am facilitating?
- Can I create variety by asking them to work in pairs, and in smaller groups?
- How can different groups be given different parts of a task?
- How can one person help another?

Presentation, development, organisation

- How well do I present new ideas to learners?
- Do the learners and I have a clear idea of what we are trying to achieve, and how we might get there?
 - Do we go back over what we did the week before?
 - How do I help learners to build on what we have already done?

Motivating learners

- How do I try to motivate the learners?
- How do I praise their work?
- How do I encourage them?
- Do I help them when they need it?
- Do they ask for help?
- Do I recognise the times when they need support?

Attention to individuals

- Does everyone in the group receive attention from me?
- Do I give much more attention to some people than others?
- Does anyone feel left out?

Assessment and record keeping

- What records do I keep?
- What use are they to me?
- Do I involve the learners in keeping records?
- How could we work on this together?
- How do we use the records (monitoring and planning: assessment and evaluation)?

▪

Teaching aids and materials

- What teaching aids do I use?
- Can I create some variety by using some different resources?
- Can I, or the learners, make some teaching aids or materials?
- How are the learners involved in developing materials?

Variety of methods

- Do I always introduce the same topic in the same way?
- What other methods could I use?

lectures

group work

drama

role play

discussion

making materials

worksheets

creating a newsletter

brainstorming

visits

problem-solving

inviting a colleague to facilitate with me

etc.

etc.

Involving the learners

How much do I involve the learners in:

- identifying their needs
- planning how we will meet those needs
- choosing and developing materials
- keeping records
- assessing their own work
- assessing my facilitation?

Literacy workers should also ask themselves if they are enjoying the experience, and what kind of support they would like. Remember that it is not always necessary to have sophisticated, expensive equipment. If the literacy worker and the learners are enthusiastic, if they respect each other and agree on their aims, they are well on the way to success.

Assessing learning and facilitation should help the literacy worker and the learners to identify what has been achieved, to plan confidently for the next phase, and to build stronger relationships, so that they can all enjoy the learning experience still more.

Evaluating impact: literacy in action

Impact evaluation is concerned with the effects of learning and the program on participants' lives and those of their communities. Some of these outcomes may be anticipated, some not. The following examples, quoted from Voluntary Service Overseas (VSO) and Oxfam reports, provide an insight into the benefits that learning literacy can bring to people's lives. The outcomes may sometimes be unexpected, but are valuable and worth recording.

... As we spoke in the yard of the Center, someone called over the fence to give Miriam a letter that had just arrived from her daughter. She opened it and beamed. "Now I am very happy, because I can read it on my own" ...

... The impact of the CNTC program on the co-operative has been substantial. The co-op meetings are now attended by almost all members, whereas in the past an attendance of half was considered good. Those who do not turn up usually send written apologies. People arrive punctually and work through a clear agenda...

... Now most of us in the Co-op can read and write, so we can do things that were unimaginable before...

... The level of participation in discussions has increased beyond recognition. If someone thinks something, they know when and how to say it. In the past we were mostly silent...

Impact evaluation is concerned with evaluating what is happening in the everyday world of the learners. The evaluation situations are not contrived, unlike classroom exercises. Evaluating the impact of a program is the clearest way of identifying its successes and failures. The program has been successful if the participants are using their learning to do things in their lives more easily and more confidently than they did before; or if the experience has motivated them to 'have a go' or risk trying to do something new or in a different way. If, however, learners feel discouraged and are reluctant to use their improved literacy skills in their lives outside the literacy sessions, then development workers, organisers, funders, and learners themselves may have reason to be disappointed or to feel that something is lacking in the program.

Measures of success

Using literacy and numeracy in daily life

One way to measure success is to ask how the learners apply their new or improved literacy and numeracy skills in their daily lives.

- Do they read instructions, or try to read them?
 - Are they confident enough to write a note or letter?
 - Will they risk making some mistakes in a piece of writing?
 - Can they work out costs?
 - Do they do appropriate calculations?
 - Do they check the calculations of others and dare to challenge them?
 - Do they still require as much help to read and write as they did at the start of the program?

Being able to spell words in a test is one thing, but getting them correct in a piece of writing that someone else is going to read is a different matter. Knowing which

arithmetical procedures to apply to solve a problem in the workplace shows that the person has real understanding and is confident to apply his or her knowledge.

Confidence

The key aim of all literacy programs is to enable learners to use literacy to benefit their lives. This means that, besides learning the skills of reading, writing, listening, speaking, and numeracy, they also need to gain enough confidence to put these skills into practice in any situation they want to. Many programs aim to help learners to become independent and not require anyone else's help in carrying out a literacy or numeracy task. Will they have the confidence and independence to check the shopkeeper's addition in front of him, or write a letter without asking anyone to check the spelling? Using literacy skills in real situations is the aim of the program, and therefore it should be the aim of evaluation to check whether or not it is happening, and to what extent.

To evaluate the effects of the program outside the literacy sessions is to evaluate at a level that is different from testing skills within the classroom. The two approaches should complement each other; they explore slightly different things. Literacy sessions can help to boost confidence and motivate the learners to persevere and practise. Getting feedback from impact evaluation outside the sessions can expand the learners' ideas about their skills and confidence. The process can lead to wider applications and sustained learning: for example, reading a letter successfully may lead to reading other materials, or writing a reply, and so on.

Literacy for living

Literacy programs often refer to 'literacy for independence', apparently implying that an individual should be able to perform all literacy and numeracy tasks alone and unaided. While such independence is important, we need also to recognise that many literacy tasks are achieved with the support of other people. Perhaps programs should refer also to 'literacy for interdependence', and perhaps this aspect of literacy should be assessed and evaluated. Having the confidence to work with other people is not to be dismissed lightly, and may be a significant measure of learners' progress and achievement. Collecting information of this nature will help to provide a truer picture of the impact of the literacy program.

Think about a piece of writing, such as a report, that you have recently produced. Did you talk over the ideas or format with someone? Did you ask a friend or colleague to read it through or check it? Many literacy tasks involve more than one person, and we all involve others in literacy and numeracy tasks when we think it would be helpful. When did you last ask someone how to spell a word or check a calculation, rather than use a dictionary or re-do the calculation yourself?

Impact evaluation is about identifying literacy in action. Evaluation methods should therefore allow for the collaborative nature of many literacy tasks, collecting information and recording how learners work with other people, as well as how they cope independently.

Motivation

Evaluation is a means to an end, as well as being an end in itself. It is a way of demonstrating to the learners that they do have the confidence to use their literacy, that they can dare to try things. It is a means of empowering learners. Recognising that they

have tried and achieved things that they would not have done previously boosts morale and self-esteem. Most of us, not just learners, need someone else to notice our achievements. Self-evaluation is a skill that is often not very well developed and needs to be encouraged. However, feedback from literacy workers, fellow learners, family members, and the wider community can be supportive and instructive, providing great encouragement and motivation.

Sustainability

Literacy and numeracy skills need to be used if they are to be maintained and further developed. Research shows that, unless the skills are practised, they are mostly lost. All the hard work of the learners and the development workers is in danger of being wasted, if the learning does not become part of the learners' lives. Literacy is best acquired by using it and therefore data should be collected to show how this is happening, and this information should be used to support learning. Monitoring, or keeping diaries of reading, writing, and numeracy, will also help to establish the practice of using literacy and numeracy at home, at work, and in community life, while simultaneously avoiding the loss of skills and promoting further development.

Who will evaluate?

The evaluation may involve independent individuals from outside the program. Local health workers or agricultural extension staff may be encouraged to review how the literacy program is contributing to their training and other programs. Common aims may be agreed and complementary approaches sought. Funders often insist on such external evaluation.

Evaluation should take evidence from all categories of participants: learners, development workers, planners, and the wider community. The primary aim of such internal evaluation may be to improve future practice, learn from mistakes, and contribute to strategic planning. Some training may be necessary for potential evaluators. It could include sessions on giving and receiving feedback; observation techniques; questioning techniques; agreeing an observation checklist; and keeping records.

Self-evaluation is also to be encouraged. Learners need to develop the confidence to rely on their own judgements, rather than always depending on other people; but this is not an easy task! Most of us have always experienced evaluation as something which other people did to us: the examiner was all-important and all-powerful.

Establishing trust

Learning how to evaluate one's own progress and to trust one's own judgement are important aspects of empowerment. They should be part of a participatory curriculum. Since what we are trying to establish in a participatory approach to learning is open communication and the confidence to take risks, there needs to be a degree of trust between learner and literacy worker. Similarly, to evaluate how learning is affecting behaviour and attitudes outside the literacy sessions requires openness and trust. These ways of assessing and evaluating may be quite new for the learners. They may be new for literacy workers too, and will need careful introduction and discussion.

As trust grows, motivation and responsibility increase, and the gap between literacy worker and learner closes. A partnership is created. If we want to be trusted, we must be honest and sincere; we must respect learners' confidences; we must keep our agreements; we should always communicate directly, and resist the temptation to try to manipulate others.

How to evaluate?

Impact evaluation is frequently done informally, and is often based on the anecdotes and observations reported by learners, development workers, and others. Comments by the elders in a community can provide evidence of progress and achievement. For example: *In discussion with a group of learners in a fishing village on the outskirts of Madras, the interviewer noticed an old lady sitting quietly by. With a little encouragement, she talked of her observations and how the confidence and attitudes of the women had changed as a result of attending the literacy sessions. They now challenged the men about various issues. They made demands for their children. They insisted on continuing with the sessions. The women were surprised. They had not noticed the changes themselves.*

Evidence like this is worth considering, but we cannot rely on such informal methods alone. We need to create a more structured approach, based on methods that are appropriate, including the following:

- Observation
 - Interviews
 - Keeping diaries
 - Keeping files on each learner
 - Comparing reading and writing diets – then and now
 - Reviewing the learning sessions in separate meetings

Clearly the methods and indicators chosen must be relevant to the particular program. Contexts will determine what is appropriate, but it is often helpful to have some ideas to start with. Here are some indicators of progress, suggested during a recent workshop in Bangladesh.

- Increases in the level of income
- Degree of record keeping by groups/learners (such as handling group accounts or taking minutes).
 - Levels of participation in community organisations
 - Knowledge of key health issues and how to do certain productive activities
 - Impact on children's education (attendance and achievement at school).
 - Impact on gender relations/household decision-making
 - Mobility from the home
 - Attitudes to the local languages
 - Levels of self-confidence (e.g. people's willingness to speak in meetings)
 - Analytical abilities (answers to questions like: *Why do prices change?*)
 - Case studies of literacy learners (randomly selected, semi-structured interviews).
- Case studies of literacy sessions/villages (including interviews with other members of the community).
- Case studies of facilitators (literacy workers), to determine the impact on their own lives and any emergence as role models/community activists.

Conclusion

Assessment and evaluation are genuinely integral to learning and teaching. They can help learners and development workers to understand what they are doing and why, and to work collaboratively towards making the whole experience more relevant and worthwhile. The practices of collecting information, keeping records, monitoring progress, analysing, and discussing are all ways of encouraging learners to use their literacy skills, at the same time as helping them to become more responsible adult learners, capable and confident of playing their role in the wider community. There are no losers: everyone wins. The skills needed for impact evaluation are skills of observation and reflection. They are not new, but they will need to be practised – by learners, literacy workers, and all the other evaluators. Evaluation does happen informally all the time, but it will be more effective if we structure it and consciously improve our skills.

Topic:

Listening in the Literacy Class

Researchers in language arts education all tend to agree that listening is the most used and perhaps the most important of the language and learning arts. They have found out that children as well as adults spend as much time to listening as they do to reading, writing and speaking. Both children and adults spend about 50% of their communication time listening. Walter Loban as cited in Hopkins and Tompkins(2005) describes the importance of listening in this way “We listen a book a day, we speak a book a week, we read a book a month, and we write a book a year”.

Listening is a complex multi-step process “ by which spoken language is converted to meaning in the mind”(Lundsteen as cited by Hopkins and Tompkins;2005,p.340).This definition implies that listening is more than hearing. Hearing is an integral part of the listening yet it is only a component of listening. The crucial part is thinking or converting to meaning what one has read. The listening process involves three steps namely:

- receiving,
- attending
- assigning meaning

Why do we listen? We listen to:

- distinguish sounds and to develop sensitivity to non verbal communication(discriminative listening)
- enjoy what is being said or read(Aesthetic listening)
- Understand a message(Efferent listening)
- Evaluate a message(critical listening)

OVER VIEW OF THE TYPES OF LISTENING

TYPE	CHARACTERISTICS	EXAMPLES
Discriminative	Distinguish among sounds	Participate in phonemic awareness activities Noticing rhyming words Recognizing alliteration and onomatopoeia Experiment with tongue twisters
Aesthetic	Listen for pleasure or	Listen to poems and

	enjoyment	<p>stories read aloud</p> <p>View video versions of stories</p> <p>Watch students /others perform a play or drama</p> <p>Participate in grand conversation</p> <p>Participate in party activities</p>
Efferent	Listen to understand a message	<p>Listen to informational books read aloud</p> <p>Listen to oral reports</p> <p>View informational videos</p> <p>Participate in instructional conversation</p> <p>Participate in writing groups</p> <p>note taking/note making</p> <p>Listen during lessons</p>
Critical	Evaluate message	<p>Listen to 1 debates and political speeches</p> <p>View commercials and advertisements</p> <p>Evaluate themes and arguments in books read aloud</p>

Source: Tompkins and Hoskissons(2...) Language arts: Content and Teaching Strategies

Topic: *Writing in the Literacy Class*

Writing

What is writing? Writing in the curriculum refers to:

- Writing is the substance of a composition
- Hand writing is the formation of alphabetic symbols on paper.

Writing is different from hand writing. Hand writing is a functional support skill for writing. Learners need to develop a legible and fluent style of hand writing in order to fully participate in all written language activities.

What is the goal of hand writing?

- Help learners develop legible forms to communicate effectively through writing. The two most important criteria in writing is legibility(writing can be quickly and easily read) and fluency(writing can easily and quickly written)
- Elements of legible and fluent hand writing are letter formation, size and proportion, spacing, slant, alignment and line quality

Hand writing forms:

Manuscript (printing) and cursive (connected)

Role of facilitator in teaching hand writing:

- Teach
- supervise

Tips for Teaching Writing

1. Demonstrate correct letter formation

It is important to teach children the **correct letter formation** from when they first start writing.

To assist you with this, a letter with numbered arrows showing where to start and where to finish each letter is provided, followed by grey letters that can be **traced** and then a blank line on which the child must **copy** the correct letter forms.

Research shows that if **you** first "say" the correct letter formation while demonstrating it for the child/ren, that they learn their letters more easily. Then let them do the same, to ensure **multi-sensory learning**.

For example, demonstrate the letter 'a' and say: "Around, up and down." Practice in the air a few times, then with a finger on paper (or sandpaper) and finally with a pencil on paper.

There are 26 letters in this set of free preschool alphabet worksheets, but they are not in alphabetical order. Rather, I have arranged them in groups of similar letter forms. eg. o, c, e are similar, while r, n and m are similar.

Topic: *Understanding Reading*

What Is Reading?

By: Diane Henry Leipzig (2001)

Reading is a multifaceted process involving word recognition, comprehension, fluency, and motivation. Learn how readers integrate these facets to make meaning from print.

Reading is making meaning from print. It requires that we:

- Identify the words in print – a process called word recognition
- Construct an understanding from them – a process called comprehension
- Coordinate identifying words and making meaning so that reading is automatic and accurate – an achievement called fluency

Sometimes you can make meaning from print without being able to identify all the words. Remember the last time you got a note in messy handwriting? You may have understood it, even though you couldn't decipher all the scribbles.

Sometimes you can identify words without being able to construct much meaning from them. Read the opening lines of Lewis Carroll's poem, "Jabberwocky," and you'll see what I mean.

*'Twas brillig, and the slithy toves
Did gyre and gimble in the wabe:
All mimsy were the borogoves,
And the mome raths outgrabe.*

Finally, sometimes you can identify words and comprehend them, but if the processes don't come together smoothly, reading will still be a labored process. For example, try reading the following sentence:

It isn't as if the words
 are difficult to identify or
understand, but the spaces
 make you pause between

words, which means your
reading is less fluent.

Reading in its fullest sense involves weaving together word recognition and comprehension in a fluent manner. These three processes are complex, and each is important. How complex? Here goes?

To develop word recognition, children need to learn:

- How to break apart and manipulate the sounds in words – this is **phonemic awareness**
example: *feet* has three sounds: /f/, /e/, and /t/
- Certain letters are used to represent certain sounds – this is the **alphabetic principle**
example: *s* and *h* make the /sh/ sound

How to apply their knowledge of letter-sound relationships to sound out words that are new to them – this is decoding
example: sssssppppooooon – spoon!

- How to analyze words and spelling patterns in order to become more efficient at reading word -this is word study
example: Bookworm has two words I know: book and worm.
- To expand the number of words they can identify automatically, called their **sight vocabulary**
example: Oh, I know that word – *the*!

The reading process

Reading as a Process

Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text presents letters, words, sentences, and paragraphs that encode meaning. The reader uses knowledge, skills, and strategies to determine what that meaning is.

Reader knowledge, skills, and strategies include

- Linguistic competence: the ability to recognize the elements of the writing system; knowledge of vocabulary; knowledge of how words are structured into sentences
- Discourse competence: knowledge of discourse markers and how they connect parts of the text to one another

- Sociolinguistic competence: knowledge about different types of texts and their usual structure and content
- Strategic competence: the ability to use top-down strategies (see [Strategies for Developing Reading Skills](#) for descriptions), as well as knowledge of the language (a bottom-up strategy)

The purpose(s) for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension. Reading comprehension is thus much more than decoding. Reading comprehension results when the reader knows which skills and strategies are appropriate for the type of text, and understand how to apply them to accomplish the reading purpose.

The reading process involves several parts or components. They are decoding, blending, fluency, analysis, vocabulary and comprehension.

The first thing a learner need to know in order to understand a ‘word’ is to recognize the letters of the alphabet and to produce the sounds that corresponds to the letters before they can read the word. In other words they must sound out (decode) the individual letters in a word and then pull(blend) them back together.

“Decoding” is the process of sounding out or analyzing individual letters and words.

Note: sometimes it is not possible to sound out or decode a word because the word does not follow the rules. For example it is difficult to decode the word “because.” It is easier to memorize the word or “learn it by sight.”

Fluency is the ability to read a text accurately and quickly(Reading with ease, reading with speed). We need to read with speed and accuracy to easily understand what we read. Practice builds fluency. When fluent readers read silently, they recognize words automatically. They group words quickly in ways that help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. (Armbruster et al. 2001, 22).Fluent reading sounds natural because it is divided into meaningful chunks, with appropriate pauses at the end of phrases, clauses, and sentences.

Effortless reading depends on two things; first we must be able to read the words correctly or **“accurately.”** Otherwise we won’t be able to understand what we are reading. Practicing analyzing words, including decoding and blending, and learning words by sight helps improve one’s ability to read words accurately. We must also be able to read smoothly or **“fluently.”** Otherwise we’ll find it hard to understand what we are reading

Word analysis refers to the methods that readers use to recognize words. These methods include understanding letter-sound correspondences (decoding and blending words back together)and recognizing sight words; using context to deter-mine meaning;

knowing prefixes, suffixes, and root words; and using dictionaries. Activities of analysis include:

- Learning the names of the letters
- Learning the sounds of the letters
- Learning to break (decode) words into sounds
- Learning to blend the sounds back together
- Learning words by sight

“Vocabulary” refers to words and their meanings. Knowing what a word means is often as important as knowing how to say it. In the reading process one may know how to read all of the words in a text, but may not understand the full meaning of the sentence without knowing the meaning of words. That is why it is important to learn new vocabulary.

“Comprehension” means understanding what you read or listen to.

Reading comprehension is the ability to discern meaning from the written text (understanding what you read; making sense of what you read). Skilled readers are purposeful and active and apply comprehension strategies to the text. We need to be able to understand what we read so we can get information, be entertained, communicate, etc.

There are many suggestions for teaching reading comprehension.

Kruindener(2002) for example makes the following suggestions for teaching comprehension:

Have students complete cloze passages (in which they fill in specific words that are left out of a text).

Assess reading comprehension by having them read passages and answer comprehension questions about the text in multiple –choice or short answers

Have students summarize readings

Provide instruction in comprehension strategies, such as using headings and graphics to predict meaning, summarizing verbally, skimming, and scanning ...

Alphabetic principle

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According to the **alphabetic principle**, letters and combinations of letters are the symbols used to represent the speech sounds of a language based on systematic and predictable relationships between written letters, symbols, and spoken words. The alphabetic principle is the foundation of any alphabetic writing system, which is one of the more common types of writing systems in use today.

Alphabetic writing systems that use an (in practice) almost perfectly phonemic orthography have a single letter for each individual speech sound and a one-to-one correspondence between sounds and the letters that represent them. Such systems are used, for example, in the modern languages Finnish, Estonian, Italian, and Spanish. Such languages have a straightforward spelling system, enabling a writer to predict the spelling of a word given its pronunciation and similarly enabling a reader to predict the pronunciation of a word given its spelling. Ancient languages with such almost perfectly phonemic writing systems include Avestic, Latin, Vedic, and Sanskrit (Devanāgarī/Abugida, see also Vyakarana).

The alphabetic principle does not underlie logographic writing systems like Chinese or syllabic writing systems such as Japanese kana.

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[edit] Latin alphabet

Main article: Latin alphabet

Most orthographies that use the Latin writing system are imperfectly phonological and diverge from that ideal to a greater or lesser extent. This is because the ancient Romans designed the alphabet specifically for Latin. In the Middle Ages, it was adapted to the Romance languages, the direct descendants of Latin, as well as to the Celtic, Germanic, Baltic, and some Slavic languages, and finally to most of the languages of Europe.

[edit] English orthography

Main article: English orthography

English Language is based on the alphabetic principle, but the acquisition of sounds and spellings from a variety of languages has made English spelling patterns confusing. Spelling patterns usually follow certain conventions but nearly every sound can be legitimately spelled with different letters or letter combinations.^[1] For example, the letters *ee* almost always represent /i/, but the sound can also be represented by the letter *y*.

The spelling systems for some languages, such as Spanish, are relatively simple because they adhere closely to the ideal one-to-one correspondence between sounds and the letter patterns that represent them. For example, in standard Castilian Spanish the letter *u* always represents the sound /u/. In English the spelling system is more complex and varies considerably in the degree to which it follows the stated pattern. There are several reasons for this, including: first, the alphabet has 26 letters, but the English language has 40 sounds that must be reflected in word spellings; second, English spelling began to be standardized in the 15th century, and most spellings have not been revised to reflect the long-term changes in pronunciation that are typical for all languages; and third, English frequently adopts foreign words without changing the spelling of those words.

Role of the alphabetic principle in beginning reading

See also: Phonics and Whole Language

Decades of research has resulted in converging evidence that learning the connection between the sounds of speech and print is a critical prerequisite to effective word identification. Understanding that there is a direct relationship between letters and sounds enables a reader to retrieve the pronunciation of an unknown word and associate it with a spoken word. Printed words in a child's vocabulary can be identified by sounding them out. Understanding the relationship of letters and sounds is also the foundation of learning to spell.^{[2][3][4]}

Proponents of phonics, a method for teaching one aspect of beginning reading, argue that this relationship needs to be taught explicitly and learned to automaticity to facilitate rapid word recognition upon which comprehension depends.^[5] Proponents of whole language approaches argue that reading should be taught holistically, and that children naturally intuit the relationship between letters and sounds.^[citation needed] Focus on individual letters and sounds should be taught to be used only as a last resort, and that any phonics instruction given should be embedded within a holistic approach, that is to say, through mini-lessons in the context of authentic reading and writing tasks.^[citation needed]

In *Beginning to Read: Thinking and Learning about Print*, renowned researcher Marilyn Jager Adams asserts that the preponderance of evidence demonstrates the importance of learning sound-letter correspondence systematically. However, Adams hastens to caution all educators and parents that *necessary* is not the same as *sufficient*. Camilli,

Vargas, and Yurecko also state that learning phonics is necessary but not sufficient to create reading success. However critical learning letter-sound correspondence is to beginning reading, it is not enough. Children require much more to become skillful readers. Adams states that proficient readers also must learn basic concepts about print, phonological awareness, the visual identities of individual letters, to spell, automatic word recognition, vocabulary, and understanding the syntactic and semantic relationships among words in order to achieve reading comprehension. Adams asserts, however, that because of the complexity of constructing meaning from the interaction of words and phrases in print, any hesitation in recognizing a single word causes comprehension to be forfeited. Automatic and speedy word recognition, she asserts, is an essential skill for reading comprehension, and word recognition depends on the reader's knowledge of, and fluency with, letter-to-sound translation and common syllable spelling patterns.^{[6][7]}

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Alphabetic principle

From a linguistics perspective, English spelling is based on the alphabetic principle. In an alphabetic writing system, letters are used to represent speech sounds, or phonemes. For example, the word *pat* is spelled with three letters, *p*, *a*, and *t*, each representing a phoneme, respectively, /p/, /æ/, and /t/.^[5]

The spelling structures for some alphabetic languages, such as Spanish, are comparatively orthographically transparent, or a shallow orthography, because there is nearly a one-to-one correspondence between sounds and the letter patterns that represent them. English spelling is more complex, a deep orthography, because it attempts to represent the 40+ phonemes of the spoken language with an alphabet composed of only 26 letters (and no accents). As a result, two letters are often fused together into groups that represent distinct sounds, referred to as digraphs. For example "t" and "h" placed side by side are used to represent either /θ/ or /ð/.

English has absorbed many words from other languages throughout its history, usually without changing the spelling of those words. As a result, the written form of English includes the spelling patterns of five languages (Old English, Old Norse, Norman, Classical Latin and Greek) superimposed upon one another.^[6] These overlapping spelling patterns mean that in many cases the same sound can be spelled differently and the same spelling can represent different sounds. However, the spelling patterns usually follow certain conventions.^[7] In addition, the Great Vowel Shift, an historical linguistic process in which the quality of many vowels in English changed while the spelling remained as it was, greatly diminished the transparency of English spelling in relation to pronunciation.

The result is that English spelling patterns vary considerably in the degree to which they follow the stated pattern. For example, the letters *ee* almost always represent /i:/, but the sound can also be represented by the letter *y*. Similarly, the letter cluster *ough* represents /ʌf/ as in *enough*, /oʊ/ as in *though*, /u:/ as in *through*, /ɒf/ as in *cough*, /aʊ/ as in *bough*, /ɔ:/ as in *bought*, and /ʌp/ as in *hiccough*, while in *slough* and *lough*, the pronunciation varies.

Although the patterns are inconsistent, when English spelling rules take into account syllable structure, phonetics, and accents, there are dozens of rules that are 75% or more reliable.^[8]

A selection of phonics patterns is shown below.

[edit] Vowel phonics pattern

- **Short vowels** are the five single letter vowels, a, e, i, o, and u when they produce the sounds /æ/ as in *cat*, /ɛ/ as in *bet*, /ɪ/ as in *sit*, /ɒ/ as in *hot*, and /ʌ/ as in *cup*. The term "short vowel" does not really mean that these vowels are pronounced for a particularly short period of time, but they are not diphthongs like the long vowels.
- **Long vowels** are homophonous with the names of the single letter vowels, such as /eɪ/ in *baby*, /i:/ in *meter*, /aɪ/ in *tiny*, /oʊ/ in *broken*, and /ju:/ in *humor*. The way that educators use the term "long vowels" differs from the way in which linguists use this

term. In classrooms, long vowels sounds are taught as being "the same as the names of the letters." Teachers teach the children that a long vowel "says" its name.

- **Schwa** is the third sound that most of the single vowel spellings can produce. The schwa is an indistinct sound of a vowel in an unstressed syllable, represented by the linguistic symbol ə. /ə/ is the sound made by the o in *lesson* (literally "uh"). Schwa is a vowel pattern that is not always taught to elementary school students because it is difficult to understand. However, some educators make the argument that schwa should be included in primary reading programs because of its importance in reading English words.
- **Closed syllables** are syllables in which a single vowel letter is followed by a consonant. In the word *button*, both syllables are closed syllables because they contain single vowels followed by consonants. Therefore, the letter u' represents the short sound /ʌ/. (The o in the second syllable makes the /ə/ sound because it is an unstressed syllable.)
- **Open syllables** are syllables in which a vowel appears at the end of the syllable. The vowel will say its long sound. In the word *basin*, *ba* is an open syllable and therefore says /beɪ/.
- **Diphthongs** are linguistic elements that fuse two adjacent vowel sounds. English has four common diphthongs. The commonly recognized diphthongs are /aʊ/ as in *cow* and /ɔɪ/ as in *boil*. Three of the long vowels are also technically diphthongs, /eɪ/ (awEE or "I"), /ou/, and /ju:/, which partly accounts for the reason they are considered "long."
- Vowel **digraphs** are those spelling patterns wherein two letters are used to represent the vowel sound. The *ai* in *sail* is a vowel digraph. Because the first letter in a vowel digraph sometimes says its long vowel sound, as in *sail*, some phonics programs once taught that "when two vowels go walking, the first one does the talking." This convention has been almost universally discarded, owing to the many non-examples. The *au* spelling of the /ɔ:/ sound and the *oo* spelling of the /u:/ and /ʊ/ sounds do not follow this pattern.
- **Vowel-consonant-E** spellings are those wherein a single vowel letter, followed by a consonant and the letter *e* makes the long vowel sound. The tendency is often referred to as the "Silent-e Rule," with examples such as *bake*, *theme*, *hike*, *cone*, and *cute*. (The *ee* spelling, as in *meet* is sometimes considered part of this pattern.)
- **R-controlled** syllables include those wherein a vowel followed by an *r* has a different sound from its regular pattern. For example, a word like "car" should have the pattern of a "closed syllable" because it has one vowel and ends in a consonant. However, the *a* in *car* does not have its regular "short" sound (/æ/ as in *cat*) because it is controlled by the *r*. The *r* changes the sound of the vowel that precedes it. Other examples include: *park*, *horn*, *her*, *bird*, and *burn*.
- The **Consonant-le** syllable is a final syllable, located at the end of base/root word. It contains a consonant, followed by the letters *le*. The *e* is silent and is present because every syllable must have a vowel.

[edit] Consonant phonics patterns

- Consonant digraphs are those spellings wherein two letters are used to represent a consonant phoneme. The most common consonant digraphs are *ch* for /tʃ/, *ng* for /ŋ/, *ph* for /f/, *sh* for /ʃ/, *th* for /θ/ and /ð/, and *wh* for /hw/ (often pronounced /w/ in American English). Letter combinations like *wr* for /r/ and *kn* for /n/ are also consonant digraphs, although these are sometimes considered patterns with "silent letters."
- **Short vowel+consonant patterns** involve the spelling of the sounds /k/ as in *peek*, /dʒ/ as in *stage*, and /tʃ/ as in *speech*. These sounds each have two possible spellings at the end of a word, *ck* and *k* for /k/, *dge* and *ge* for /dʒ/, and *tch* and *ch* for /tʃ/. The spelling is determined by the type of vowel that precedes the sound. If a short vowel precedes the sound, the former spelling is used, as in *pick*, *judge*, and *match*. If a short vowel does not precede the sound, the latter spelling is used, as in *took*, *barge*, and *launch*.

The final "short vowel+consonant pattern" is just one example of dozens that can be used to help children unpack the challenging English alphabetic code. This example illustrates that, while complex, English spelling retains order and reason.

[edit] Handling of sight words and high frequency words within phonics

Sight words and high frequency words are associated with the whole language approach which usually uses embedded phonics. According to Put Reading First from the National Institute for Literacy, embedded phonics is described as indirect instruction where "Children are taught letter-sound relationships during the reading of connected text. (Since children encounter different letter-sound relationships as they read, this approach is not systematic or explicit.)".

In systematic or explicit phonics, students are taught the rules and the exceptions, they are not instructed to memorize words. Memorizing sight words and high frequency words has not been found to help fluency. *Put Reading First* adds that "although some readers may recognize words automatically in isolation or on a list, they may not read the same words fluently when the words appear in sentences in connected text. Instant or automatic word recognition is a necessary, but not sufficient, reading skill. Students who can read words in isolation quickly may not be able to automatically transfer this "speed and accuracy."

- There are words that do not follow these phonics rules, such as *were*, *who*, and *you*. They are often called "sight words" because they are memorized by sight with the whole language approach.
- Teachers who use embedded phonics also often teach students to memorize the most high frequency words in English, such as *it*, *he*, *them*, and *when*, even though these words are fully decodable

- 60 seconds). The resulting number is the child's fluency rate. This rate is used to determine if the student is reading on grade level. While this formula does not indicate prosody, the assessor can also determine it by examining the same sixty-second reading session. By taping the child reading, the teacher can go back and listen to the recording focusing on how appropriately she phrases her reading and uses expression.
- **Role of Fluency in Reading**
- Fluency is inextricably tied to decoding and reading comprehension. It serves as the bridge between decoding and comprehension. On one level fluency reflects a reader's ability to decode the words in a text. If he is able to quickly and accurately move through the words on the page, his decoding skills are automatic. This means that the reader should be able to accurately comprehend the text. This is not always the case though. Prosody plays a very important role in reading comprehension. A reader may be able to efficiently decode words without really understanding what they mean because he is not engaging with the text on an emotional and personal level. When he reads with appropriate expression and is able to recognize and replicate the writer's phrasing comprehension will follow. Expression allows the reader to make more the complex cognitive connections necessary for true reading comprehension.
- Because fluency is tied to decoding abilities, it fluctuates based on the difficulty and complexity of the text a person is reading. While each reader has a general fluency rate (as determined by a fluency assessment) it will increase if she is reading a text that is well below her independent reading level or will decrease when reading one well above.
- **Impact of Fluency on Reading Ability**
- Focus on fluency in the elementary years is important to development of reading ability in young children. Children in grades kindergarten through 4th grade show the greatest gains in fluency when it is included in the reading education program. Students with reading difficulties continue to show improvement in reading ability through high school when their teachers include fluency instruction in their reading programs.
- Fluency has the greatest impact on reading comprehension. Children with high fluency rates tend to read more and remember more of what they read because they are able to expend less cognitive energy on decoding individual words and integrating new information from texts into their knowledge banks.
- Fluency also has positive effects on word recognition skills. Those children exposed to reading programs with a focus on fluency have shown greater gains in their abilities to efficiently recognize words than those not receiving instruction with a fluency component.

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Why Letter Naming Is Important

English has an alphabetic writing system; letters in written words represent sounds in spoken words. The awareness that letters represent the sounds in spoken words is called the alphabetic principle. Kruidenier (2002) defines alphabetics as the “whole process of using the letters in a written alphabet to represent meaningful spoken words” (p. 35). One of the basic steps in learning the alphabetic principle is recognizing and naming the letters of the alphabet. Adult beginning readers typically have difficulty applying letter-sound knowledge to figure out new words while reading. It is therefore absolutely important that the learners know that each letter has a name and a sound. To read they must be able to identify and pronounce the sound associated to a letter. It is also important to know that they gradually become aware that the 26 letters of the alphabet represents approximately 44 phonemes. Moreover some letters are superfluous because they do not represent unique phonemes. For example the letter c can be used to represent either /k/ as in cat, /s/ as in cell, and it can be joined with /h/ to form the digraph /ch/

Phonics: The word phonics analysis comes from the Greek phone meaning ‘sound’. In the context of reading it refers to letter-sound association. To teach phonics is to teach learners to associate sound of language with letters. The purpose of phonics instruction is to help learners develop the ability to figure out the pronunciation of words.

CONSONANTS and VOWELS A SUMMARY of PHONETIC SOUNDS

Our alphabet has 26 letters.
Each **letter** has one **name** and one or more sounds.

The **consonants** are all the letters, except a, e, i, o, u.

Consonants: b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, y, z. **Vowels:** a, e, i, o, u and sometimes y (which is sometimes a vowel and sometimes a consonants.)

Most **single consonants** have only one sound.

Example: the “b” sound you hear in “baby”

Exceptions: “c” has a **hard sound** “k” (as in “cat”) and

a **soft sound** “s” when followed by **e, i, or y** (as in “cent, city fancy”)

“g” has a **hard sound** “g” (as in “go”) and sometimes

a **soft sound** “j” when followed by **e, i or y** (as in “age, ginger, gym”)

In a **consonant blend** you hear the sounds of two or three consonants blended together.

Example: Single consonant **rap**, **sin**

Consonant blend with two consonants **trap**, **skin**

Consonant blends with three consonants **strap**

In a **consonant digraph** you do not hear the separate sounds of the consonants, but you do hear anew sound. (Most of the consonant digraphs are a consonant followed by an “h”)

Example: **ch** – church **th** – that **ph** – phone

sh – shop **wh** – when **gh** – laugh

Some letters are **silent** that is do not have any sound in the word.

Example: Silent consonant “b” – comb. Silent vowel “e” – date.

Every word has one or more **syllables**. A syllable is a “beat” in the word.

This symbol ‘ means the syllable is **accented**, or has the **heavy beat**.

Example: un’der be gin’ in for ma’ tion

Every syllable has a **vowel sound**. The vowels are a, e, i, o, u, and sometimes y.

(“y” is usually a consonant when it is the first letter in the word, as in “yes,” but a vowel when

it is in the middle or at the end of, as in “gym” or “my”)

Each vowel has several different sounds, depending on how it is used in the word.

A single vowel usually has the **short sound** (ˇ)

Example: ädd, ěxit, ĩt, ŏn, ŭp

A single vowel may have the **long sound** (˘ means long).

Example: dāte, mē, ī, gō, ūses

A **closed syllable** ends in a consonant, and the vowel sound is **short**.

Example: gŏt

An **open syllable** ends in a vowel, and the vowel sound is **long**.

Example: gō

Silent “e” as the end of the word usually makes the vowel before it **long**.

Example: āte, Pēte, rīde, hōpe, tūbe

Often when two vowels come together, the **first one is long** and the second one is silent.

(The second vowel “works on” the first vowel to make it long.)

Example: **ēe** – tr**ēe** **āi** – r**āi**n **īe** – p**īe** **ōa** – r**ōa**d **ūe** – bl**ūe**

ēa – **ēa**t **āy** – d**āy** **ōe** – J**ōe** **ūi** – s**ūi**t

Two vowels together may give a different sound than those made by the single letter. They are

digraphs if they have a single sound.

Example: > – **moon** < – **book** au – **Paul**

They are diphthongs when two sounds slide together to make a continuous unit of sound.

Example: oi – **oil** oy – **boy** ou – **out**

Other vowel sounds can be made with a **vowel followed by an “r.”**

Example: ar – **car** or – **for** er – **her**

ir – **bird**

ur – **turn**

Or vowel sounds can be made with a **vowel followed by a “w.”**

Example: aw – **saw** ow – **cow** ew – **new**

ow – **slow**

(“r” and “w” are “vowel helpers” in the above examples.)

The symbol “ə” stands for the **schwa sound**, which is the sound of the **unaccented short “u.”**

Any one of the vowels (a, e, i, o, u) can take the schwa sound.

Example: **a**bout, **e**lephant, **o**politics, **u**ebony, **o**crocus

Other common letter combinations using the vowels are:

ăng – s**ă**ng ănk – b**ă**nk all – **a**ll ölt – b**ö**lt ind – f**i**nd

ĩng – s**ĩ**ng ĩnk – p**ĩ**nk alt – **a**lt öll – r**ö**ll ĩld – ch**i**ld

öng – s**ö**ng önk – h**ö**nk a/k – **a**lk öld – c**ö**ld

ũng – s**ũ**ng ũnk – j**ũ**nk

ti, si, ci can say “sh”

Example: **n**ation, **t**ension, **s**pecial

Source: Hazel Logan Loring: Reading Made Easy with Blend Phonics for Grade One

WORD LIST 1:

SAMPLE WORD LIST

	SHORT SOUND of a/ ă/		
bat	gas	nap	Sam
bag	hat	pan	tan
bad	ham	pad	tap
can	had	quack	tag
cap	jam	rat	van
cab	lap	ran	wag
cat	lad	rag	yak
dad	map	rap	am
fan	man	sap	tax
fat	mat	sad	wax
	SHORT SOUND OF i/ ĩ/		
bib	hill	in	vim
bin	hid	pig	will
bit	jig	pill	wig
bill	kiss	quick	win
big	kid	rib	yip
dim	kill	rim	zip
dip	lip	rid	zig-zag
fib	lid	sit	fig
fit	miss	sip	rip
fin	mill	sin	it
hit	mix	tip	if
hip	nip	tin	rig
him	pit	Tim	fix
	SHORT SOUND OF o /ö/		
bob	got	nod	sob
bog	hot	not	sod
cot	hop	pod	tot
cob	hod	pop	top
dog	job	pot	hog
doll	lot	rob	on
dot	log	rot	off

Don	mob	rod	box
fog	mop	sop	fox
	SHORT SOUND OF u /ŭ/		
but	dug	hug	rub
bun	duck	jug	sun
bug	fun	mug sum	
bud	fuss	mud tub	
bus	gum	muff tug	
cup	gun	nut up	
cub	gull	pup lug	
cuff	hum	run	
cut	hut	rug	
	SHORT SOUND OF e /ĕ/		
bell	get	net	tell
beg	hen	peg	Ted
bet	jet	pet	wet
bed	let	pen	web
dell	leg	red	well
den	less	set	vet
fed	men	sell	mess
fell	met	ten	keg
	LONG SOUND OF a		
bake	case	gate	paste
blaze	date	gave	safe
cake	daze	gaze	save
Cape	fade	haste	taste
Cane	fake	hate	vase
lake	flake	haze	brake
came	waste	crate	lame
mane	made	make	crave
drape	brave	quake	rake
craze	name	pane	sake

grape	rate	shame	same
mate	pale	game	wake
late	grave	grade	shake
blame	flame		
same	take	tame	tape
trade	stake	glade	snake
plane	chase		
	LONG SOUND OF o		
joke	pole		spoke
lode	quote		slope
lope	robe	sole	smoke
lone	rode		note
poke	rope	stone	bone
broke	drove	scone	stole
those	tote	tone	code
mope	woke	probe	home
mole	vote	hope	cone
cope	dole	globe	hole
dote	bone	dome	
	LONG SOUND OF i		
side	ripe	side	
spike	time	slide	kite
smile	tile	pipe	pike
slime	tide	size	pile
stile	wife		pin e
swine	wine	glide	quite

spine	ride	fine	pride
bite	drive	fife	prize
dime	prime	dive	hide
while	file	five	hive
dine	white	life	lime
file	dike	like	mile
nine	mine	mite	
	LONG SOUND OF e		
here	feet		
these	three	wheel	green
beet			
	LONG SOUND OF u		
cube	cute	dune	duke
cute	tube	tune	flute
mule	prune	rude	plume
blue	rule	brute	
	SOFT SOUND OF G		
huge	large	giraffe	ginger
age	barge	range	sage
change	page	plunge	rage
cage	engage	stage	wage
urge	lunge	hinge	gist
fringe	giblet	gyp	
	Soft SOUND OF C		
Cent	brace	Mice	rice
cell	ace	nice	space
civil	place	since	peace
cigar	Dance	Piece	acid
ice	choice	pace	spice
race	chance	decide	special
slice	center	cyclone	lace
Trace	prince	princess	voice
face	pencil	price	niece

cease	twice		
	Z Sound		
pose	those	zip	zero
hers	goes	zed	razor
zone	ooze	as	easy
hose	laser	zoo	
prize	zipper	whiz	zebra
realize	zigzag	buzzers	zee
fuzz			
	CONSONANT DIGRAPH: sh		
cash	shelf	shot	hush
ship	shut	shall	shop
dish	shed	shoes	show
fish	shell	wash	puss
bush			
	CONSONANT DIGRAPH: th		
			that
this	than	them	then
thick	bath	with	thump
thin			
	Consonant Diagraph ph		
elephant	prophet	telegraph	pamphlet
nephew	alphabet	phonograph	phone

phonics	telephone	photograph	orphan
	CONSONANT DIGRAPH: wh		
when	whip	what	
whiff	whisk		which
	CONSONANT DIGRAPH: ch,		
chat	fetch	much	branch
watch	latch	witch	match
beach	thatch	catch	chip
chin	chop	rich	chick
patch	pitch	such	chase
chill	bleach	cheap	chief
each	chart	bleach	cheat
	INITIAL CONSONANTS BLENDS bl, cl, fl, gl, pl, sc, sk, sm, sl, sn, sp, st, sw		
blush	flung	smelt	spunk
black	flit	smug	spin
block	flat	smell	span
blend	flag	smash	spat
bland	flock	slush	spit
bliss	fled	slot	stuck
blink	flop	slum	stop
clip	club	slap	still
clap	glad	slam	stem
click	glass	slash	stand
cliff	gland	slip	stack
clock	scat	sled	step

clink	scan	snip	stub
clank	skin	snob	stab
clinch	skip	snap	stuff
clench	skid	snug	stiff
cling	skill	snuff	swim
clang	scuff	snub	swell
flesh	Scotch	spot	swift
flash	scum	spun	swam
flip	sketch	spill	switch
flap	scalp	spell	swing
fling	smack	spank	swept

Topic: Literacy Assessment

Topic: Assessment

Assessment Defined:

Assessment of learning means gathering information about what learners have learned and analyzing their achievements. Assessment is interchangeably used with evaluation to describe ongoing analysis of learners' literacy behavior. The difference that some educators make between the two is that assessment collects and analyzes information concerning learners learning while evaluation collects information for the purpose of making judgment on learners' learning.

Assessment is a continual and essential process for checking the progress of learners. It is the process of determining what learners know and what they do not know. Assessment is a means of following up and checking what knowledge, skills and attitude learners have acquired.

In literacy programs the two broad purposes of assessment are assessment for learning and assessment of achievement (Lavender et al 2004:15.)

The assessment for learning approach to assessment is designed to help improve the process of teaching and learning. Also known as formative assessment, it helps form the learning program. Assessment for learning may :

- start at the beginning of the learning process to identify learning needs,
- continue during learning to identify areas of progress and problems
- at the end of learning to demonstrate for learners to demonstrate for themselves what they have learned.

With the assessment for achievement approach, assessment is designed to confirm that learning has taken place and certain standards have been achieved. Sometimes called summative assessment, this approach to assessment may

- be an initial assessment to identify a starting point, and further assessment after a period time to identify progress made.

Assessment must cover three domains: (knowledge, skills and attitudes)

Why do we assess?

- To identify the different skills acquired by learners and to what extent the lesson has responded to their needs
- Helps the facilitator adapt the teaching to the learners'

How do we assess?

- Methods of assessment-competitions ,role playing games, situational analysis, demonstration, observation, group discussion
- Tools for assessment-class exercise, test, questionnaire, collage poster making

Use of assessment results

- Adjust scheduling of activities
- Improve teaching and learning method and learner participation



Principles of Effective Literacy Assessment

Pathways Home

Cooper (1997) discusses eight principles of effective literacy assessment, based in part on the work of Farr and Tone (1994), Harp (1991), Valencia, (1990a, 1990b), and Valencia, Hiebert, and Afflerbach (1994):

1. Assessment should be an ongoing process. Literacy assessment is not a test given at the end of a unit or a block of study, separate from the ongoing daily activities of instruction. Instead, assessment should take place every time a child reads, writes, speaks, listens, or views something. When assessment is viewed as an ongoing part of instruction, it becomes natural and expected.

2. Effective assessment is an integral part of instruction. The best forms of assessment are the routine daily activities of instruction, which tell us exactly how our students are performing. By comparing the work of individual students over time, we can determine patterns of growth. When a student writes a story about her trip to visit friends, you can assess her ability to organize ideas, express herself, and use the various conventions of language. Overall, you get a picture of how effectively she constructs meaning through writing. ...

3. Assessment must be authentic, reflecting 'real' reading and writing. For years, this author has asked teachers in workshops and classes, 'If you want to know how well children read and write, what do you need to have them do?' They have always replied in unison, 'Have them read and write.' Even in the heyday of using isolated skill assessment practices, teachers knew for years that marking, circling, and underlining did not reflect authentic reading and writing. The tasks of assessment in a literacy-centered classroom must reflect and honor the 'wholeness' of language (Harp, 1991). It is possible for learners to be very effective readers and writers and not do well on a test covering an isolated piece of the process. ...

4. Assessment should be a collaborative, reflective process. It should not be viewed as something the teacher does to the students. We know learning is a collaborative process; we learn alongside and with our students and our peers (Collins, Brown & Newman, 1986). If this is true for learning, it is also true for assessment. As students collaborate with their teacher on assessment, they reflect and ask themselves, 'How have I done?' 'What can I do to improve?' 'How can I use what I have learned?' Thus, students should help you assess and evaluate their own progress in literacy. ... Collaboration means students sometimes help select what they want evaluated. This becomes a joint effort in which teacher and students work and think together, and should also involve parents (Dillon, 1990). When students, teacher, and parents collaborate on evaluation, the responsibility is shared, as it should be.

5. Effective assessment is multidimensional. Quality assessment should use several different tasks, such as samples of writing, student retellings, records of independent reading, self-evaluations, and checklists. In making these choices, you need to trust your own intuition based on your knowledge and observations about students. More formal types of assessments have proclaimed their validity and reliability using various statistical procedures. Although many of the techniques being suggested today are more informal, we must still know that they are trustworthy (Valencia, 1990a), and one way to determine this is to use multiple tasks to get a consistent pattern of performance. Cambourne and Turbill (1990) argue that data generated from multiple sources using teacher observations and judgments are just as trustworthy and 'scientific' as those generated by what have been called 'measurement-based' approaches to assessment.

6. Assessment should be developmentally and culturally appropriate. We know children develop literacy and their ability to construct meaning by 'trying out' their reading and writing and making approximations. Therefore, tests or procedures that require absolute mastery at a given level or complete mastery of a given set of words before moving to a new book are completely contrary to how we know children learn. We must select assessment tasks that honor children's developmental levels of learning. At the same time, we must consider the cultural diversity of our classrooms. Children from different cultures have not only different language bases but also different patterns and styles of learning (Au, 1993; Garcia, [G. E.] 1994). We must take these into consideration as we plan our assessment procedures.

7. Effective assessment identifies students' strengths. Children learn to construct meaning by doing what they already know how to do and by getting support in gaining new strategies and techniques. This is using what Vygotsky (1978) calls the zone of proximal development. Effective assessment therefore must help us identify what our students do well. For many years, we have given students tests to find out what they do not know; then we proceeded to plan lessons totally around these weaknesses. This is contrary to how students acquire language and contrary to how they learn to construct meaning.

8. Assessment must be based on what we know about how students learn to read and write. This entire text has focused on how students learn to read and write and construct meaning. Clearly, we know assessment has not kept pace with our knowledge about reading and writing. We know the two processes are similar but different. We also know they develop together and produce benefits that are attainable by neither one alone (Tierney & Shanahan, 1991). And we know reading and writing are both constructive processes. As we plan assessment tasks, we must keep this knowledge in mind, incorporating new knowledge as it becomes available." (pp. 516-518)

Note: From Literacy: Helping Children Construct Meaning (3rd ed., pp. 516-518), by J. D. Cooper, 1997, Boston: Houghton Mifflin Company. Copyright © 1997 by Houghton Mifflin Company. Used with permission.



References

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Topic:

Preparing Literacy Lessons

What Are the Essential Components of a Lesson Plan?

A lesson plan identifies the enabling objectives necessary to meet the lesson objective, the materials and equipment needed, and the activities appropriate to accomplish the objective.

Enabling objectives are the basic skills (language skills such as vocabulary, grammar, and pronunciation) and the life skills (including cultural information) that are necessary to accomplish the objective.

Materials and equipment should be identified and secured well before class time to ensure that activities can be carried out as planned. These may include realia (real-life materials like bus schedules and children's report cards), visual aids, teacher-made handouts, textbooks, flip chart and markers, overhead projector, tape recorder, etc.

Activities generally move from more controlled (e.g., repetition) to a less structured or free format (e.g., interviewing each other). They should be varied in type (e.g., whole group, paired, individual) and modality (e.g., speaking, listening, writing).

What Are the Stages of a Lesson?

Good lesson design begins with a review of previously learned material. New material is then introduced, followed by opportunities for learners to practice and be evaluated on what they are learning. In general, a lesson is composed of the following stages:

Warm-up/Review—encourages learners to use what they have been taught in previous lessons

Introduction to a new lesson—focuses the learners' attention on the objective of the new lesson and relates the objective to their lives

Presentation—introduces new information, checks learner comprehension of the new material, and models the tasks that the learners will do in the practice stage

Practice—provides opportunities to practice and apply the new language or information

Evaluation—enables the instructor and learners to assess how well they have grasped the lesson

What Are Some Practical Considerations in Planning Lessons?

A good lesson plan involves consideration of more than just what is going to be taught (the objective) and how it will be taught (materials, equipment, and activities). The following elements also need to be thought about and planned for:

Sequencing—Do the activities move logically so learners are progressively building on what they already know? Do the activities flow well? Are transitions between activities smooth?

Pacing—Are activities the right length and varied so that learners remain engaged and enthused?

Gauging difficulty—Do the learners have enough skill and knowledge to do the planned activities? Are the instructions clear?

Accounting for individual differences—Do the activities allow for learners of varying proficiency levels to receive extra attention they might need, whether below or above the norm? Are all students actively involved?

Monitoring learner versus teacher talk—What is the balance between learner talk and teacher talk? Does the lesson allow a time for learners to interact, producing and initiating language?

Timing—Was the amount of time allotted for each part of the lesson sufficient? If the planned lesson finishes early, is there a backup activity ready? If the lesson wasn't completed as planned, how can the next be adjusted to finish the material?

Most of these aspects of lesson planning are learned by experience, so it is important for the instructor to evaluate how the lesson went at the end of each c period. Ask the following questions:

What went well? Why?

What did not go as planned? Why?

If I had it to do over again, what would I change?

A Grab-Bag Full of Icebreakers

The training sessions do not have formally scheduled breaks. Rather, as you work through the training sessions, you gauge the temperature of the audience. When you feel they need a break, do an icebreaker with them, or give them a small bit of time to move about and refresh themselves. Here is a grab-bag of icebreakers you can use at your discretion.

MY NAME IS ...

Participants sit or stand in a circle. They use adjectives that begin with the same letter as their names. The next person standing after the previous speaker repeats the name of the previous speaker and the adjective and calls his or her name and the adjective that describes him or her. For example, My name is tall Tilay. The next speaker says, “Her name is Tall Tilay and my name is handsome Henry.” Continue until all the participants have introduced themselves in this way.

Variation: Instead of using adjectives participants can also name a fruit or food they like that begins with the same letter as their name.

Kilaymah

This is a traditional song that is done in the Kpelle vernacular. Participants sing and call their names one by one during the first round. The next round, a volunteer sings and calls his name and the name of other participants within the circle. For example, Lorpu Kalimah and the group responds O-yah-yah, Below are the song lyrics:

Leader: Kali-mah, Kili-mah

All: O-yah-yah-yah-yah Kali-mah

TOSSA

This activity allows the participants to introduce themselves by spelling their names. For example a participant named Varney says, “I’m a V, I’m an A, I’m an R, I’m an N, I’m an E, I’m a Y”. This activity is also good for literacy classes which helps the facilitator assess whether learners can spell their names.

ZIP-ZAP

Ask all participants to sit in a circle and say their names. When the leader says zip which means left the person being pointed at must say the name of the person sitting on the left. When the leader says zap which means right, the person being pointed at must say the name of the person sitting on their right. When the leader says Zip Zap everyone has to move to another seat including the leader himself. If the person pointed at delays too long s/he must exchange places with the leader. When Zip Zap is called everybody moves to a new seat, including the person standing.

STANDING IN THE RAIN

Introduce the song and allow the participants to sing with the tone and rhythm. The leader leads the song and names a part of the body and the participants mime the action performed by the leader. Each time a new part is added, the participant mimes and starts the song from the beginning.

I'm standing in the rain, I'm standing in the rain,
What a joyous thing, I'm hap-py again
Thumbs up, Elbows bent, knees bent, chest up, heads up, tongues out
Ah-Zig-gy-zag-ah-zig-gy-zag-ah-zig-gy-za-ah-ah

THE LEADER SAYS

The leader asks participants to rub their hands gently and tells them to hold a part of their body. The secret of the game is that the leader performs an action that is different from what he calls out. For example: Rub your hands, (participants rub their hands) touch your stomach (participants should touch their stomach and not perform the action of the leader).

Variation:

Participants stand in a circle. The objective is to follow what the leader says and not what she or

he does. The leader has to say three times the name of a body part, touching it at the same time (for example, 'head, head, head', while tapping their head three times). The leader then has to add another body part, saying its name and touching it at the same time (for example, 'head, head, head, shoulders'). After a while, the leader might say 'nose, nose, nose, ear', while touching his or her nose three times but then touching his or her eye. Those participants who follow the action rather than do what the leader is saying are out of the game.

THROW THE MASK

Participants stand or sit in a circle. Ask one of the participants to make a 'mask' of their face – as gruesome or funny as possible. Ask them to put their hands to their face, take off the 'mask' and throw it to another participant, who has to catch it and 'put it on' their face. The participant who receives the mask then 'wipes off' the 'mask' and put on their own, which they in turn 'throw' to someone else in the circle.

COUNTRY COOK

Participants sit or stand in a circle. The leader stands in the middle and asks three or four people (depending on the size of the group) what their favorite soup is. The person in the middle goes around the circle giving each participant, including him- or herself, the name of one of the soups in turn. For example, if the fruit are 'cassava leaf', 'palm butter', 'torborgee' and 'potato greens', the person in the middle goes around in the same order until everyone has been given the name of a soup. The leader then calls out

the name of one of soup (for example, ‘torborgee’). All the ‘torborgees’ then swap places, with the person who was standing in the middle trying to take one of their places as they move. The person left without a place then stands in the middle, calls another soup attempts to get a place. At any time, the person in the middle can call ‘Country Cook’, which means that everybody has to move.

Variation: This activity can be done using fruits that grown in Liberia.

DID YOU SEE MA MUSU?

Participants sit in a circle. The Leader asks participants if they did see Ma Musu. The participants respond they have not seen. The Leader asks without showing his or her teeth and the participants do likewise. For example the leader asks, “Neighbor, have you seen Ma Musu?” and the participant sitting next to him or her responds saying, “No, I have not seen Ma Musu but you can ask Lofty (the name of the person sitting next to the respondent).

AFFIRMATIVE FOLD-UPS: Have group comfortably sit in a circle. Give each participant a sheet of paper and ask them to write their name on the top of the paper. Place all of the papers in the center of the circle. Have each participant draw a sheet from the center (not their own) and ask them to write one (or a sentence) positive word about that person at the bottom of the sheet. They then fold the paper up to cover up the word. Have them place the sheet back in the center and repeat on another sheet. Participants will continue to select other’s sheets from the circle to write affirming words on, until the name is the only thing showing on the paper. The leader can then distribute the papers to their owners. This is a great game to do at the end of a retreat, the end of a year for an organization, at a staff meeting, etc.

BACK TO BACK: Every group member must find a partner of approximately equal height and weight, if possible. The partners will lock arms with their backs to one another. With arms remaining locked at all times, the partners will sit down on the ground, kick their legs out straight, and try to stand back up. Then groups of four will try the same thing. Then groups of eight, sixteen, and eventually, the entire group together. This is the perfect activity to begin a trust sequence.

HUMAN KNOT: The group starts out in one or two tight circles. Everyone in the group reaches across the circle with their right hand to grab another group member’s right hand. The group then reaches in with their left hand to grab a different group member’s left hand. The object is to untangle the group without letting go of hands until a circle is formed. If the group is having extreme difficulty, you can administer “knot first-aid” and break one set of tangled hands (with group consensus), otherwise group members may not let go at any time. You may have to decide as a group that the know is not solvable, after prolonged attempt. NOTE: Can have group do without talking if they are advanced enough.

PROGRESSIVE STORY: For this exercise, a group of people must know one another and feel comfortable discussing personal issues. Everyone must be able to hear the other members in the group, but people do not have to see one another. The facilitator

begins the story by setting the initial scene and mood. (The mood will alter as a result of the addition of more content to the story.) The story can start with the following examples (or others): “On my way to class the other day...” or “A good friend called last night and...” or “I had the most amazing weekend! I...” In no special order, members of the group then take over the story. They add another element to the plot. The main point is to make sure everyone adds something. The progression of the story indicates where the group members are emotionally and is representative of what is high on their lists of priorities, concerns, and thoughts. This exercise spurs on creativity and can reveal a lot about a staff’s collective state of mind. The facilitator plays a big role in interpreting what is said by each person.

SING DOWN: Teams are created of anywhere from three to ten in a group. The leader will give the groups a word (i.e. love, boy, dance, etc.), and give the teams one minute to think of as many songs as they can with that word in it. Once the minute has passed, one team begins by singing a part of a song with that word in it. All team members must sing it. The other team then responds. **NO SONGS MAY BE REPEATED.** The group who has the most songs, wins. The process then can be repeated with another word.

KEEP IT UP: The players form two or more teams with 10-12 players on a team. Each team gets into a circle. Each team is given a volleyball (or similar type ball of any size). The players attempt to keep their ball in the air the longest. When a team wins, they get a point. The team with the most points, wins. Do not allow players to catch the ball during play. **NOTE:** To vary, change the way of scoring...say the ball must be hit in the order of the participants in the circle.

MASKS: Participants are given a piece of paper (preferably poster board). They are asked to cut out a face shape (that is fairly large - like the size of a regular face). They can cut out eyes and a mouth if they would like. Participants are then asked to decorate the face. One side represents what they feel people see/know/believe about them (on the outside). The other side represents what he/she feels about themselves (things going on the inside, what people do not necessarily know or see, etc.). The participants then share with the group if they feel comfortable.

